

**Foundation Phase Mathematics School Based Assessment (SBA)**  
**SMT Monitoring Checklist: Grade 3 – Option 2**

<b>School</b>		<b>Principal</b>		<b>Educator</b>	
<b>Grade</b>		<b>Date</b>			
<b>Contact No.</b>		<b>Circuit</b>		<b>Monitor</b>	

1. PLANNING FOR ASSESSMENT		DESCRIPTORS			
		Tick (✓) on the relevant item			
1.1	<b>PROGRAMME OF ASSESSMENT</b> Is it aligned with the CAPS Prescripts?	Does not align with CAPS Prescripts		Does align with CAPS Prescripts	
		Does not reflect the required components, concepts and skills with the relevant activities.		Does reflect the required components, concepts and skills with the relevant activities.	
		Does not reflect the prescribed number of Tasks		Does reflect the prescribed number of Tasks	
1.2	<b>PLANNING</b>	<b>Tick (✓) on the relevant item</b>			
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"/>
<b>Intervention needed.</b> 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.	<b>Support needed.</b> 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.	<b>Refinement needed.</b> 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.	<b>Commendable.</b> 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:

Add/Subtract	99	Mental Maths	200	Add/Subtract	400	Mental Maths	500
Counting	200			Counting	500		
<b>FORMAL ASSESSMENT TASKS</b>							
<b>TERM 1</b>				<b>TERM 2: TASK 1</b>			
<b>NUMBER OPERATIONS AND RELATIONSHIPS</b>		✓ evident × not evident		✓ evident × not evident			
		Oral/ Practical	Written	<b>NUMBER OPERATIONS AND RELATIONSHIPS</b>		Oral/ Practical	Written
<i>NUMBER CONCEPT</i>				<i>NUMBER CONCEPT</i>			
Groups and counts up to 200 objects				Counts pictures of grouped objects (e.g. grouped in 10s, 25s, 50s, 100s) up to 500			
Compares and orders whole numbers up to 99				Orders and compares numbers up 500			
Reads and writes number symbols from 0-500				Reads and write numbers from 0-1 000			
Decomposes two-digit numbers up to 99 into tens and ones e.g. 78=70+8							
<i>Other</i>							
<b>REMARKS</b>							

<b>FORMAL ASSESSMENT TASKS</b>							
<b>TERM 1</b>				<b>TERM 2: TASK 1</b>			
<b>NUMBER OPERATIONS AND RELATIONSHIPS</b>		✓ evident × not evident		✓ evident × not evident			
		Oral/ Practical	Written	<b>NUMBER OPERATIONS AND RELATIONSHIPS</b>		Oral/ Practical	Written
<i>SOLVE PROBLEMS</i>				<i>SOLVE PROBLEMS</i>			
Solves word problems in context involving addition, subtraction with answers up to 99 using one of the following				Solves practical problems involving equal sharing and grouping with whole numbers up to 75 using one of the following			
• building up and breaking down numbers				• building up and breaking down numbers			
• number lines				• number lines			
• doubling and halving				• doubling and halving			
• rounding off to 10				• rounding off to 10			
and explains own solution to problems				and explains own solution to problems			
<i>MONEY</i>							
Solves money problems involving totals and change in rands or in cents							
<i>Other</i>				<i>Other</i>			
<b>REMARKS</b>							

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FORMAL ASSESSMENT TASKS TERM 1		TERM 2: TASK 1			
NUMBER OPERATIONS AND RELATIONSHIPS	✓ evident × not evident		✓ evident × not evident		
	Oral/ Practical	Written	NUMBER OPERATIONS AND RELATIONSHIPS	Oral/ Practical	Written
<b>CALCULATIONS</b>			<b>CALCULATIONS</b>		
Does addition up to 99 using one of the following			Divides numbers to 50 by 2, 5, 10		
• building up and breaking down					
• number lines					
• doubling and halving					
• rounding off to 10					
Writes a number sentence using +, =					
Does subtraction up to 99 using one of the following					
• building up and breaking down					
• number lines					
• doubling and halving					
• rounding off to 10					
Writes a number sentence using +, =					
<i>Other</i>			<i>Other</i>		
<b>REMARKS</b>					

FORMAL ASSESSMENT TASKS TERM 1		TERM 2: TASK 1			
PATTERN, FUNCTIONS AND ALGEBRA	✓ evident × not evident		✓ evident × not evident		
	Oral/ Practical	Written	PATTERN, FUNCTIONS AND ALGEBRA	Oral/ Practical	Written
<b>NUMBER PATTERNS</b>			<b>NUMBER PATTERNS</b>		
Completes number sequences of counting forwards and backwards			Completes number sequences of counting forwards and backwards		
• in ones between 0 and 200 e.g. 199, 198, 197, __, __, __, 13, __, 191, 190			• in ones between 0 and 500 e.g. 389, 399, 400, __, __, __, 404, __, __, __, 408		
• in tens between 0 and 200 e.g. 110, 120, 130, __, __, __, 170, __, __, 200			• in tens between 0 and 500 e.g. 300, 310, 320, __, __, 350, __, __, 370, __, __, 400		
• in hundreds between 0 and 500 e.g. 100, 200, 300, __, __,			• in hundreds between 0 and 1 000 e.g. 1 000, 900, 800, __, __, 500, __, __, 200, __, 0		
• in fives between 0 and 200 e.g. 150, 155, 160, __, __, __, 180, __, __, 195, __					
• in twos between 0 and 200 e.g. 180, 182, 184, __, __, 190, __, __, __, __, 200					
<i>Other</i>			<i>Other</i>		
<b>REMARKS</b>					

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FORMAL ASSESSMENT TASKS TERM 1			TERM 2: TASK 1		
SPACE AND SHAPE ( GEOMETRY)	✓ evident × not evident		SPACE AND SHAPE ( GEOMETRY)	✓ evident × not evident	
	Oral/ Practical	Written		Oral/ Practical	Written
<i>POSITION</i>			<i>POSITION</i>		
2-D shapes			3-D shapes		
Recognises and names circle, triangle, squares and rectangles			Recognises and names		
Sort shapes into those with straight sides and those with round sides			<ul style="list-style-type: none"> <li>• ball shapes (spheres)</li> <li>• box shapes (prisms)</li> <li>• cylinders</li> </ul>		
			Sorts objects into those that have curved and those that have flat surfaces		
<i>Other</i>			<i>Other</i>		
REMARKS					

FORMAL ASSESSMENT TASKS TERM 1			TERM 2: TASK 1		
MEASUREMENT	✓ evident × not evident		MEASUREMENT	✓ evident × not evident	
	Oral/ Practical	Written		Oral/ Practical	Written
<i>TIME</i>			<i>LENGTH</i>		
Reads dates on a calendar			Estimates, measures, orders and compares lengths, heights and widths using informal measures		
Tells time on analogue clock in hours, half hours and quarter hours			Estimates, measures, orders and compares length using metres		
<i>CAPACITY/ VOLUME</i>					
Estimates, measures, compares, orders and records the capacity of containers by using non-standard measures e.g. spoons and cups					
Orders everyday products whose capacity is written on them in milliliters					
<i>Other</i>			<i>Other</i>		
REMARKS					

## 2.2 ASSESSMENT TASK REQUIREMENTS:

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

### 2.3 EVIDENCE OF LEARNER WORK IN WORK BOOKS:

Learner Work Books	✓ evident    × not evident
Does the daily written work cover the prescribed content?	
Does the daily written work correlate with the Weekly Planner?	
Does the daily written work include some of the following?	
• mental maths	
• adding and subtraction	
• sharing	
• solving word problems	
• number patterns	
Does learner work reflect opportunities for learners to practice the concepts and skills learnt?	
Is the learner work dated?	
Is the learner work marked?	
Is the marking dated?	
Does the teacher provide feedback or comments on the learner work?	
<b>REMARKS</b>	

3. RECORDING:	Tick (✓) on the relevant item			
<b>3.1 INFORMAL RECORDING</b> Evidence of informal recording.	No informal recording evident. <input type="checkbox"/>		Informal recording is evident. <input type="checkbox"/>	
<b>3.2 FORMAL RECORDING</b>  3.2.1 Does the recording sheet reflect learner performance against the concepts and skills in each assessment task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.2 Does it reflect an overall performance in each component?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
3.2.4 Do the records indicate intervention and support strategies used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.3 ANALYSIS OF MATHEMATICS RESULTS</b> Evidence of analysis of Mathematics results.	<input type="checkbox"/> No analysis of Mathematics results is evident.		<input type="checkbox"/> Analysis of Mathematics results is evident.	
<b>3.4 EVIDENCE OF MATHEMATICS IMPROVEMENT PLAN</b>	<input type="checkbox"/> No evidence of Mathematics improvement plan <input type="checkbox"/> Does not reflect practical teaching hints		<input type="checkbox"/> Mathematics 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: MONITOR** ..... **Date** .....

**School Stamp**