

# ASSESSMENT PACK GRADE TWO



PLAYFUL PROJECT-BASED LEARNING | TERM 3 LIFE SKILLS PROJECT



GRADE **2**

# ASSESSMENT PACK GRADE TWO

## GRADE 2, TERM 3:

### PROJECT: ROAD SAFETY. OPPORTUNITIES FOR ASSESSMENT

This project offers at least **5 opportunities for assessment**, 2 for Life Skills and 3 for Home Languages, each **aligned** to the 2022 **Foundation Phase Life Skills ATP** together with the **School-Based Assessment guide**. Please feel free to use the rubrics as is they are or adapt as needed. **In this project you can assess both Life Skills and Home Languages.**

#### LIFE SKILLS

Assessment number	Life Skills: Grade 2, term 3					
	Study area	Topic	What will be assessed	Form of assessment	Assessment tool	Score
1	Beginning knowledge and personal and social well being	Road safety	Knowledge of Road safety rules for pedestrians, cyclists and passengers	Oral	Rubric	/5
2	Visual Arts	Create in 3 D	Make a model of a road vehicle	Practical	Rubric	/5
					<b>Project marks</b>	<b>/10</b>
	<b>Total marks for SA SAMS are 30 for this. This project can contribute a total of 10 marks</b>					<b>30</b>

#### HOME LANGUAGES

Assessment number	Home language Grade 2, term 3			
	Component	What skills will be assessed?	Assessment tool	Score
3	Writing	Writes 1-2 paragraphs (at least eight sentences) on personal experiences or events /own news or on topic.	Rubric	/5
4	Listening and speaking	Role plays a familiar situation (integrated with Life Skill)	Rubric	/5
5	Handwriting	Copies and writes short words and short sentences in the joined script with correct letter formation and spacing (integrate with Reading, Life Skills)	Rubric	/5
			<b>Project score</b>	<b>/15</b>
	<b>Total marks for SA SAMS are 50 for this. This project can contribute a total of 15 marks</b>			

**Assessment opportunity 1: Rubric**

**This assessment can be done at the end of Step 4 as an oral presentation.**

- Study area: Beginning knowledge and personal and social well being
- What will be assessed? Knowledge of Road safety rules for pedestrians, cyclists and passengers. Learner can create a poster.

Road safety	Descriptions				
Criteria	1	2	3	4	5
Oral presentation of knowledge of Road safety rules for pedestrians, cyclists and passengers	Learner has rote learnt words about road safety but has poor understanding of their meaning. Struggles to connect road safety to own context i.e., cannot explain what rules he/she uses and why	Learner knows a few road safety words and can explain the reason for some rules, road signs people that keep us safe on the road. Needs help bridging road safety from book learning to own context e.g., may struggle to recall road safety signs they see on the way to school or what pedestrian rules they use.	Learner describes/explains most road safety rules, signs and people who keep us safe on the road. Can apply rules to own context i.e., explains what roads signs exist in their area, and what rules they use to keep safe.	Comprehension is good. Learner can explain road safety concepts clearly and in some detail. Clear application of the rules to their context i.e., can answer, "What rules do you use and why?"	Excellent understanding of road safety. Learner can explain which rules apply to their context but knows why it is important to understand all rules i.e., why you must learn about robots even if there are none in the area.
				Score	5
<b>Comment</b>					

**Assessment opportunity 2: Rubric**

**This assessment can be used once learners have finished building the vehicle at the end of step 10.**

- Study area: Visual Arts (Construct in 3D)
- What will be assessed? A model of a road vehicle

*A road vehicle that is:*

- Constructed from only recycled and found objects. Learners should try to use range of different materials and found objects to build and decorate a vehicle. (Range of recycle materials and found objects: Cardboard, rigid plastic (clean milk bottles, soda, water and juice bottles) soft plastic (shopping bags) plastic and metal lids, boxes, toilet rolls, polystyrene containers and packing materials, corks, wrapping paper, tin foil, wool, string, stones, seeds, old newspapers/magazines.
- Has 4 wheels that can rotate and the vehicle can roll down a slope.

<b>Construct in 3D</b>	<b>Descriptions</b>				
Criteria	1	2	3	4	5
Effort made to build a vehicle using use a range of recycled materials	Little effort made to use different material and objects One main material used.	Some effort made with at least 2 materials used	Adequate effort made with at least 3 different materials used	Good effort made with at least 4 materials used	Excellent and inventive use of a wide range of materials like foil, plastic, cardboard and metal
Has rotating wheels	No wheels attached	Wheels are attached but are fixed and cannot rotate.	An effort has been made to design and attached wheels, but they do not rotate smoothly yet.	Good wheel design. Wheels rotate but vehicle cannot yet roll down a slope.	Inventive wheel design and vehicle can roll down a slope.
				Score	15/2= 5
<b>Comment</b>					

# HOME LANGUAGE

## Language of Learning and Teaching

### Assessment opportunity 3: Rubric

**This assessment can be used at the end of Step 4 to assess what learners have learnt about road safety, or at the end of the project as a written reflection activity.**

- Study area: Writing
- What will be assessed? Writes 1-2 paragraphs (at least eight sentences) on personal experiences or events or on the topic of road safety. Uses correct punctuation (full stops, commas, question marks and exclamation marks). Learners can write a reflection paragraph explaining for example: Five facts they have learnt about road safety OR a letter where they share road safety advice with a friend OR write some dialogue or the story that was acted out during the role play. They can also write a description of their vehicles.

Writing	Descriptions				
Criteria	1	2	3	4	5
Writes 1-2 paragraphs (at least eight sentences) on personal experiences or events or on topic	Writes 1-2 sentences of with support.	Writes 3 sentences but uses capital letters incorrectly.	Writes 4-5 sentences in 1 paragraph using capital letters and full stops	Writes 6-7 sentences in 2 well written paragraphs using capital letters, full stops, correct grammar and spelling	Writes 8 sentences in 2 coherent paragraphs using capital letters, full stops, correct grammar and spelling
				Score	5
<b>Comment</b>					

### Assessment opportunity 4: Rubric

**This assessment can be used at the end of Step 4 where learner are encouraged to present what they have learnt about road safety to younger learners which they can do through a role play.**

- Study area: Listening and speaking
- What will be assessed? Role plays a familiar situation. (Integrated with Life Skills). Learners can role play, for example, being a driver collecting passengers, being passengers on a bus on a school trip, being a traffic officer teaching others about the rules of the road. Learners can use the models of the vehicles to assist with the role play.

Listening and speaking	Descriptions				
Criteria	1	2	3	4	5
Learner participates in a role play of a familiar situation	Struggles to role play and lacks language to communicate.	Lacks confidence to participate in front of others and needs support and encouragement to develop spoken language.	Active participation. The familiar situation is communicated although vocabulary and sentence construction can be improved. Needs more expression.	Good role play. Situation is clearly communicated although more descriptive words needed. Good expression.	Excellent role. Language fluent, is creative and interesting. Entertaining to watch
				Score	5
<b>Comment</b>					

## Assessment opportunity 5: Rubric

### Handwriting can be assessed using any written work

- Study area: Handwriting
- What will be assessed? Writes 8-10 letters in the joined script (aligned to the school's writing policy). Copies and writes 2 and 3 letter words in the joined script paying attention to correct letter formation, size and spacing. Handwriting can be assessed through any written activity.

Handwriting	Descriptions				
	1	2	3	4	5
Writes 8-10 letters in the joined script (aligned to the school's writing policy).	Cannot yet copy and write letters in the joined script correctly.	Can copy and write 1 to 2 letters correctly in the joined script l.	Can copy and write 3 letters correctly in the joined script.	Can write 4 to 6 letters in the joined script paying careful attention to correct letter formation and size	Can write 8 to 10 letters in the joined script paying careful attention to correct letter formation and size
Copies and writes 2 and 3 letter words in the joined script paying attention to correct letter formation, size and spacing	Can copy and write 2-letter words with support but struggles to form letters correctly in the joined script	Can copy and write 2 and 3 letter words but writes some letters incorrectly in the joined script	Can copy and write 2 and 3 letter words paying careful attention to correct letter formation in the joined script	Can copy and write 2 and 3 letter words paying careful attention to correct letter formation and size in the joined script	Can copy and write 2 and 3 letter words paying careful attention to correct letter formation, size and spacing in the joined script
				Score	10/2=5
<b>Comment</b>					