This resource material was compiled by the Western Cape Education Department Directorate: Curriculum Development.

It is based on the 2006 Grade 1 Baseline Assessment working document.

Acknowledgements for revised material:
Task Team: E Barnard, N Meyer, S Slingers, G van Wyk
Acknowledgements for new material:
N Meyer, Foundation Phase teachers from West Coast Winelands EMDC
Editing: G van Wyk

This is a working document. All enquiries, comments, suggestions are welcome. Contributions of school programmes and instruments are appreciated.

Contact G van Wyk: ECD/ Foundation Phase Curriculum Planner, Directorate: Curriculum Development
Tel 021 467200
Email: givanwyk@pgwc.gov.za
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(Refer to 2006 Grade 1 Baseline Assessment document)
FOREWORD

In 2006 the WCED introduced an exemplar Baseline Assessment Programme (BAP) as part of the Literacy Numeracy Strategy of this Department. In 2007 an independent study was conducted to determine the strengths and weaknesses of the Baseline Assessment Programme. A number of recommendations were made and these have been addressed in the revised Baseline Assessment Programme which is offered in this resource document.

The 2006 Baseline Assessment Programme has now been strengthened and streamlined as follows:-
- There are a reduced number of Assessment Standards – those ASs most relevant for the beginning of the year only have been chosen. (The other ASs can be addressed later on during the year as and when the skills or concepts are introduced.)
- There are a reduced number of activities.
- Some activities have been changed – more applicable for learners entering Grade 1.
- The validity of activities was checked (against the ASs).
- Repetition has been reduced.
- The teaching instructions, where they relate to the teaching of the assessment standards being assessed, have been removed.
- The exemplar lesson plan has been set out over 10 consecutive days.
- However 15 days can be used to complete the baseline assessment. This will accommodate contextual barriers e.g. large classes. It allows more time for opportunities for all learners to be assessed.
- Recording sheets: also streamlined and strengthened by:-
  - breaking down certain assessment standards
  - adding a checklist for visual, auditory and motor perception

The following points must be emphasised with regard to the implementation of the BAP:-

1. Baseline assessment is done to determine what learners already know. It is all about assessment, not teaching.
2. Not all learners have attended Grade R. Teachers should therefore not get discouraged if learners can’t demonstrate the outcomes. But also teachers must not make assumptions about the learners knowledge (stereotype/label the learners). The NCS states: “teachers need to remember that not all learners will have attended Grade R. Concepts, skills and strategies for Grade R need to be taught and consolidated in Grade 1”.
   This teaching happens AFTER baseline assessment. This is the reason why we do a baseline: to determine the learners’ prior knowledge, their strengths and weaknesses.
3. Recording of learners’ performance: No codes are necessary as a baseline assessment need not evaluate levels of performance. It is sufficient to indicate whether learners can or cannot demonstrate the LO and AS.
4. A test is not an appropriate form of assessment for Grade 1 baseline assessment.
5. It is not necessary to also complete a school readiness assessment as the Grade 1 initial BAP includes aspects of ‘school readiness assessment’. It is based on the LOs and ASs of the previous grade (Grade R).
6. After the baseline assessment: Teachers are expected to use the information to inform their planning and to identify which learners need intervention. This intervention should start immediately.
Implementation options from 2008

The WCED recognises that different teachers have different needs and therefore from 2008 schools can choose from a range of options when implementing a Grade 1 initial baseline programme. WCED has added further layers / exemplars for the initial Grade 1 Baseline Assessment Programme. Therefore teachers should consider what best suits their own context from the following options:-

Option 1. Use the revised WCED Baseline Assessment Programme (2008). This consists of daily lesson plans that include both orientation activities and baseline assessment activities. Not all the activities are assessed.

or

Option 2. Use own adaptation of the original WCED Baseline Assessment Programme (2006). Ensure that the LOs and ASs that have been identified in the revised BAP are addressed.

or

Option 3. Use WCED assessment activities (2008). Only assessment activities have been included. They have been plotted over 15 days. Teachers must therefore plan their own day and all the other activities (the daily lesson plan).

or

Option 4. Use own Baseline Assessment. Ensure that the LOs and ASs that have been identified in the revised BAP are addressed.

The WCED wishes to emphasise the importance of early assessment and identification of barriers to learning. It is envisaged that this exemplar and / or the other examples of initial baseline assessment that have been mentioned, will go a long way towards helping teachers to determine the strengths and needs of each and every Grade 1 learner. Working from this informed basis, teachers are in a position to provide differentiated learning experiences to learners.

Teachers are advised to contact colleagues and Circuit officials for support where needed.

ACTING DIRECTOR: CURRICULUM DEVELOPMENT
SEPTEMBER 2007
INTRODUCTION

WCED Exemplar Lesson Plan framework for an initial Grade 1 Baseline assessment: Day 1 to Day 10

CONTENTS

- Exemplar Lesson plans for Literacy, Numeracy and Life skills have been designed for 10 days as a guideline in order to lead to careful and thoughtful baseline assessment.
- They have been designed from the planning reflected in the Grade 1 Literacy, Numeracy and Life Skills Work Schedules.
- Together the Work Schedule and Lesson Plans provide an exemplar Grade 1 teaching, learning and assessment programme for baseline assessment for the first 10 days of the year.

ASSESSMENT

- Planned assessment is indicated with some activities. This has been included at the end of the activity.
- You should not teach towards this planned assessment as this will defeat the purpose of the baseline assessment.
- Your strategy to assess all your learners against that Assessment Standard / cluster of assessment standards will depend on what is manageable in your context with that activity: eg assess the whole class or select some learners only. Where only some learners are assessed the others need to be assessed on the same LO and AS at another time.
- Ensure that for every activity the learners who are being assessed (all or some) know exactly what is being assessed and how. They then need your feedback (encouragement, praise, recognition of efforts, etc).
- Use the tool as a checklist to record which learners can or cannot demonstrate the required skills / do the activity.
- Where learners cannot demonstrate the skvas, then record this. Use this information for planning your intervention and teaching.
- Most assessment standards are repeated several times throughout the 10 days. This allows for more than one opportunity to assess a learner, but only if necessary (for example, the learner was obviously upset, ill, tired, etc when the initial assessment was conducted). This will not be necessary for the majority of learners.
- Repeat the assessments done with groups until all learners have been assessed. This is especially important with regard to mathematics assessment and those incorporated into morning routines.
- Learners' work that has been used for assessment purposes should remain at school as evidence of prior learning.
ACTIVITIES

- Fit in your assembly, break times, snack and toilet routines, etc. where relevant for your school timetable.
- Work through all the activities in the first fifteen days of the school year.
- Activities are numbered. Follow the number sequence as closely as possible.
- Repeat and expand daily on the welcome routine until it includes all the activities described under that heading.
- Do all the activities from a given day, or carry them over to the next day and so on until the learners have completed all activities.
- You can add activities, e.g. daily outdoor physical activities.
- You can adapt certain aspects of the activities e.g. make changes to the sequence/or make changes to the welcome routine eg introduce a new chart every 2\textsuperscript{nd} or 3\textsuperscript{rd} day rather that every day as suggested/or make changes to accommodate your resources/or make changes to include your style. The activities themselves, however, may not be adapted.
- You can merge and collapse activities but only if it does not affect the planned assessment. Numeracy activities should be followed as suggested.
- You should add relevant rhymes, songs, and games to reinforce the activity, e.g. as an introduction or as a conclusion to the activity.
- Please ensure that no activities are omitted even if the programme takes you a little longer. The Baseline Assessment Programme may extend to 15 days, however, do not exceed 20 days.
- A daily story time is included. This should take place at the end of each day. You will need to prepare before the day. Choose a story related to the context theme/topics of the day so that a variety of stories and story types are covered.
- “Free play” activities should support these activities and provide further opportunity for continuous assessment.
- Ensure learners take work home daily/as often as possible eg drawings, practice writing, etc as evidence of learning for the family/caregiver.

ROUTINES

- Eg: Arrival/reception; assembly; tidying up; snack; break; toilet; home time
- Build these into your programme.
- Use these times as a valuable opportunity for teaching, learning and assessment.
RESOURCES
- Resources required for the activities are included next to the activity itself. You may prefer to list these separately so that you can see at a glance what is needed for the day or week.
- You can adapt and substitute suggested resources but it is recommended that you provide similar types of resources. Substituting resources is not recommended for the Numeracy activities.

BARRIERS TO LEARNING
- This depends on your context and you will need to indicate this in the lesson plan.

FEEDBACK INTO THE PROCESS
- Please read all the documentation carefully, make your own notes after each day in the allocated space marked “Reflection”.
- Use this baseline assessment programme period to establish your routines, rules and a positive teaching, learning and assessment environment for the year.

AFTER YOU HAVE COMPLETED THE BASELINE ASSESSMENT PROGRAMME WITH YOUR LEARNERS
- Grade 1 teaching and/or intervention programmes should begin immediately.
- Not all Grade R Assessment Standards have been included in this initial Baseline Assessment programme. Those that are not addressed will need to be covered at a later stage (when the related Grade 1 work is introduced).
The day before school starts, prepare your classroom: -

1. Arrange chairs, tables.
2. Set up a display table linked to your theme.
3. Set up literacy, numeracy and life skills focus areas. EG: Literacy – the 100 Books and a reading nook; Numeracy – some MST kit items; Life skills – e.g. dolls, puppets etc.
4. Prepare and display relevant charts / posters on board/walls – weather chart; calendar; birthday chart, etc. NB: Text should be printed, neatly, using lower case letters except for initial capitals.
5. Make neat, clear name cards for learners (see above for printing requirements) and put the name cards up in the class – arrange according to how you intend to reference them.
6. Tape a name label for each learner on their tables/desks (top left hand corner). And anywhere else that may be needed in your context. Add a symbol if required.
7. Label items in the classroom as “the door” or “the window”. Do use ‘the’ in front of the word as it links to Xhosa where the article is attached to the word, e.g. “itafeli.” Do this in as many languages as you have spoken in the classroom. Add labels or have learners add labels as related to activities.
8. Design a ‘menu’ of free play activities for the week.
   - Ensure you cover the following range of skills: reading, drawing (not colouring in), cutting and pasting, modelling, building, threading, puzzles, perceptual games, literacy and numeracy games.
   - Resources required include building blocks, construction kits, threading and fastening activities, games, puzzles, crayons and paper, playdough. Use the MST kit, the 100 Books and stationery. Make your own playdough. It is possible to make resources from waste materials eg games and puzzles. Plan to increase your resources.
   - Prepare the activities/resources and set them up daily on the mat and or tables for early arrivals. Teach learners how to use, tidy up and pack away for ready access.
   - These activities are used daily during this 3 week period e.g. when learners have completed their set task they can participate in the free play activities until time is up.
   - They provide a valuable opportunity for continuous assessment of many skills.
9. Storage: Collect boxes (e.g. cereals) and cut out one side piece. Have learners decorate them as their individual portfolio cases. Keep all loose work for assessment in this storage case. Learners’ books will also contain assessment activities and should be kept for assessment purposes.
Before each lesson, complete the following checklist to see if you have remembered everything:-

<table>
<thead>
<tr>
<th>AM I PREPARED?</th>
<th>Yes</th>
<th>No</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I know exactly what my learners will be doing in this lesson?</td>
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<tr>
<td>Do I have a clear idea about what each learner / group will be doing?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Do I have all my materials and resources ready?</td>
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<tr>
<td>Do I know how much time each part of the lesson will take?</td>
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<td></td>
<td></td>
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<tr>
<td>Is my lesson clearly set out on the planning sheet?</td>
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## WCED DISTRICT SUPPORT

Foundation Phase / ECD Curriculum officials and Learning Support officials can provide schools with further support.

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<tr>
<th>Region</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>EMDC Central</td>
<td>021 6594300</td>
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<tr>
<td>EMDC North</td>
<td>021 9383000</td>
</tr>
<tr>
<td>EMDC South</td>
<td>021 3702000</td>
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<td>EMDC West Coast Winelands</td>
<td>021 8601200</td>
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<td>EMDC Breede River Overberg</td>
<td>023 3484600</td>
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