



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Midyear baseline assessment

South African Sign Language

Home Language

Grades R - 3

Background and rationale

1. On Monday evening, 23 March, our President addressed the nation and declared a national lock down as from midnight on Thursday, 26 March till midnight Thursday, 16 April. This was later extended as the impact of the pandemic became more severe.
2. Schools have been closed from 18 March up until June and later for some grades. This has resulted in the call for extraordinary measures to support our teachers, learners and parents in terms of curriculum delivery.
3. The current context of the COVID-19 pandemic and the lockdown has created a unique situation with huge challenges calling for resilience and creative and constructive responses.
4. The COVID-19 reality requires new ways to ensure that teaching and learning continues where contact time and distancing requirements are very different from the past.
5. As professional educators it is our collective responsibility to take on this challenge to implement an effective teaching, learning and assessment program to minimize the negative impact caused by this disruption.
6. To this end we are proposing that all Foundation Phase learners are subjected to a brief midyear baseline assessment on their return to school in order to establish their current level of functioning in respect of core functional skills as detailed in the CAPS curriculum
7. This midyear baseline assessment guideline has been developed as a guide for teachers to complete a brief midyear assessment of learners to establish their current level of functioning in terms of core functional skills pertaining to SASL Home Language.

Instructions for completing the midyear baseline assessment:

1. The assessment should be completed as quickly as possible so that formal teaching may resume.
2. The assessment should take a maximum of two days to complete.
3. The aim of the assessment is for teachers to use formative assessment procedures to gauge how well their learners are doing in SASL Home Language so as to inform their teaching. It implies that teaching should continue during this time and teachers should use observation and informed judgment to evaluate the levels that learners are functioning on.
4. Teachers must analyze the data received from the midyear baseline assessment and ensure that the valuable information gained from this informs their teaching. I.e. Ability groups for Visual Reading should be re-established if need be.
5. Observing and Signing should be integrated across all learning areas and does not require separate activities.
6. Teachers may decide how far to extend their midyear baseline assessment based on the particular context of their schools. i.e. You may choose to select only Term 1 content to revise or Term 2 or a combination of both terms.
7. Teachers may use a selection of one or two of the exemplar activities to assist them in this process or they may use their own activities to fulfill the purposes of the baseline assessment.

The midyear baseline assessment consists of the following:

1. List of core concepts for Grades R to 3 for Term 1 and 2.
2. Teacher checklists for Grades R to 3

KEY CONCEPTS TERM 1 SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE

	Grade R	Grade 1	Grade 2	Grade 3
OBSERVING AND SIGNING	<ul style="list-style-type: none"> Observes attentively to simple questions and announcements and responds appropriately 	<ul style="list-style-type: none"> Signs about personal experiences, “tells” news, describes weather news, other topical events etc. 	<ul style="list-style-type: none"> Signs about personal experiences, e.g. signs news without repetition 	<ul style="list-style-type: none"> Signs about personal experiences, e.g. signs news expressing feelings and opinions
	<ul style="list-style-type: none"> “Tells” stories and ‘retells’ stories of others in their own way 	<ul style="list-style-type: none"> Observes stories with interest and acts out part of the story 	<ul style="list-style-type: none"> Signs a story that has a beginning, middle and end 	<ul style="list-style-type: none"> Observes a complex sequence of instructions (at least 4) and responds appropriately
	<ul style="list-style-type: none"> Solves and completes at least five or more-piece jig-saw puzzles 	<ul style="list-style-type: none"> Describes objects in terms of e.g. colour, size or shape, using the correct vocabulary 	<ul style="list-style-type: none"> Observes more complex instructions and responds appropriately 	<ul style="list-style-type: none"> Uses appropriate language when signing to friends and adults (during class discussions)
	<ul style="list-style-type: none"> Identifies and describes similarities and differences 		<ul style="list-style-type: none"> Observes a story with enjoyment and answers questions related to the story 	<ul style="list-style-type: none"> Observes for the main idea and for detail in stories and answers higher-order questions, e.g., discuss what the best title would be and why
PHONOLOGICAL AWARENESS	<ul style="list-style-type: none"> Not formally done in Grade R 	<ul style="list-style-type: none"> Not formally done in Grade 1 	<ul style="list-style-type: none"> Recognises simple commonly used handshapes 	<ul style="list-style-type: none"> Recognises simple commonly used handshapes
	<ul style="list-style-type: none"> Not formally done in Gr R 	<ul style="list-style-type: none"> Not formally done in Grade 1 	<ul style="list-style-type: none"> Recognises that signs are made up of parameters 	<ul style="list-style-type: none"> Distinguishes between different parameters of signs Forms different signs by changing the parameters (e.g. handshape and placement)
VISUAL READING AND VIEWING	<ul style="list-style-type: none"> Makes up own story by ‘reading’ the pictures 	<ul style="list-style-type: none"> Observes and discusses stories and other signed texts presented 	<ul style="list-style-type: none"> “Reads” DVDs as a whole class with teacher, describes the main ideas and identifies the sequence of events Recognises familiar, age-appropriate fingerspelling 	<ul style="list-style-type: none"> “Reads” a variety of signed texts with the teacher and answers higher order questions before, during and after reading a shared signed text Understands role-shift in stories Recognises familiar, age-appropriate fingerspelling

	<ul style="list-style-type: none"> • Draws pictures capturing main idea of the stories 	<ul style="list-style-type: none"> • “Reads” as a whole class with the teacher pre-recorded texts such as class stories and poems 	<ul style="list-style-type: none"> • Answers higher order questions before, during and after “reading” a shared signed text • Shows an understanding of SASL conventions 	<ul style="list-style-type: none"> • “Reads” a variety of signed texts independently • Shows an understanding of SASL conventions
RECORDING	<ul style="list-style-type: none"> • Draws or paints pictures to convey messages during creative art activities such as about a personal experience 	<ul style="list-style-type: none"> • Draws pictures to convey a message, e.g. about a personal experience 	<ul style="list-style-type: none"> • Records at least three sentences of own news or creative story 	<ul style="list-style-type: none"> • Records at least one chunk e.g. own news, creative story, description of an incident/ experiment
	<ul style="list-style-type: none"> • Role plays recording in play situations 	<ul style="list-style-type: none"> • Records a caption for a drawing or picture 	<ul style="list-style-type: none"> • Uses appropriate SASL conventions and fingerspelling 	<ul style="list-style-type: none"> • Uses correct SASL grammar • Indicates time/tense correctly • Uses fingerspelling where appropriate

KEY CONCEPTS TERM 2 SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE

	Grade R	Grade 1	Grade 2	Grade 3
OBSERVING AND SIGNING	<ul style="list-style-type: none"> Observes without interrupting, taking turns to sign 	<ul style="list-style-type: none"> Signs about personal experiences, e.g. signs news using correct sequence 	<ul style="list-style-type: none"> Signs about personal experiences, e.g. signs personal news 	<ul style="list-style-type: none"> Signs about personal experiences, e.g. signs news expressing feelings and opinions
	<ul style="list-style-type: none"> “Tells” signed stories and “retells” stories of others in their own way 	<ul style="list-style-type: none"> Observes stories and identifies the main idea 	<ul style="list-style-type: none"> Answers closed and open-ended questions and gives reasons for answers 	<ul style="list-style-type: none"> Analyses, compares and contrasts information such as the eating habits of a child and a dog
	<ul style="list-style-type: none"> Solves and completes at least ten or more-piece jig-saw puzzles 	<ul style="list-style-type: none"> Observes instructions (group and daily routines) and responds appropriately 	<ul style="list-style-type: none"> Participates in discussions and asks questions for clarity 	<ul style="list-style-type: none"> Observes more complex instructions (at least 5) and responds appropriately
	<ul style="list-style-type: none"> Identifies and describes similarities and differences 		<ul style="list-style-type: none"> Expresses feelings about a story or poem 	
PHONOLOGICAL AWARENESS	<ul style="list-style-type: none"> Not formally done in Grade R. 	<ul style="list-style-type: none"> Not formally done in Grade 1 	<ul style="list-style-type: none"> Recognises that signs are made up of parameters 	<ul style="list-style-type: none"> Distinguishes between different parameters of signs Groups different signs which have the same parameter
	<ul style="list-style-type: none"> Not formally done in Grade R. 	<ul style="list-style-type: none"> Not formally done in Grade 1 	<ul style="list-style-type: none"> Understands and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) 	<ul style="list-style-type: none"> Groups common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Segments simple one handed and two handed (same handshape) signs into parameters
VISUAL READING	<ul style="list-style-type: none"> Arranges a set of pictures in such a way that they form a story and then signs the story 	<ul style="list-style-type: none"> Discusses the story, identifying the main idea in the text and the main characters Recognises familiar, age appropriate 	<ul style="list-style-type: none"> “Reads” DVD/ poems as a whole class with teacher, identifies key features and discusses cause- 	<ul style="list-style-type: none"> “Reads” signed texts as a whole class with teacher and discusses the sequence of events, setting and the

		<p>fingerspelling</p> <ul style="list-style-type: none"> • Uses clues and pictures in the text for understanding 	<p>effect relations</p> <ul style="list-style-type: none"> • Recognises familiar, age-appropriate fingerspelling 	<p>cause-effect relations</p> <ul style="list-style-type: none"> • Recognises familiar, age-appropriate fingerspelling
	<ul style="list-style-type: none"> • Discusses and describes characters in stories 	<ul style="list-style-type: none"> • Answers a wide variety of types of questions based on the signed texts “read” including higher order questions 	<ul style="list-style-type: none"> • Answers higher order questions based on the story “read” and gives own opinion 	<ul style="list-style-type: none"> • “Reads” independently simple signed stories and signed texts at the independent “reading” level of the learners • Answers higher order questions based on the signed text “read”
RECORDING	<ul style="list-style-type: none"> • Draws pictures to convey a message such as own ‘news’ 	<ul style="list-style-type: none"> • Compiles a list of signs according to instructions, e.g. different kinds of food 	<ul style="list-style-type: none"> • Records own story of at least one chunk using the recording process (drafting, recording, and editing) 	<ul style="list-style-type: none"> • Records own story or a familiar story or another creative text of at least ten sentences • Uses the recording process (drafting, recording and editing)
	<ul style="list-style-type: none"> • Role plays recording in play situations 	<ul style="list-style-type: none"> • Records own news 	<ul style="list-style-type: none"> • Uses correct SASL grammar and indicates time/tense correctly 	<ul style="list-style-type: none"> • Uses correct SASL grammar and indicates time/tense correctly

