



## ANNUAL NATIONAL ASSESSMENT 2013 ASSESSMENT GUIDELINES

### MATHEMATICS GRADE 1

#### INTRODUCTION

The 2013 cycle of Annual National Assessment (ANA 2013) will be administered in all public and designated<sup>1</sup> independent schools from 10 to 13 September 2013. During this period all learners in Grades 1-3 will write nationally set tests in Language and Mathematics. The results will be used to report progress related to achieving the goals set in the *Action Plan 2014, Towards Schooling 2025*.

The ANA tests will be written during the third school term and, therefore, the Department of Basic Education (DBE) has developed Assessment Guideline documents for each grade and subject (Language and Mathematics) outlining the minimum curriculum content that must be covered by all learners prior to the writing of the test. The Assessment Guidelines define the scope of work that will be covered in the test for each grade and subject.

#### FOUNDATION PHASE

In Grades 1-3, the tests will cover work that is prescribed for the first three-quarters of the school year. The Assessment Guidelines are arranged in three columns: Content area; Topics; Skills/Competencies Assessed and Items (the learner must be able to do or know).

It is important to note that the ANA 2013 Assessment Guidelines do not imply that the delimited scope is all that must be taught and learnt during the school year. Instead, the Assessment Guidelines provide the minimum curriculum requirements that must be covered by the end of the third school quarter.

Teachers are expected to use these Assessment Guidelines together with the other resources for their teaching and assessment programmes.

---

<sup>1</sup> "Designated" independent schools are those that will apply and register either their Grade 3 or Grade 6 learners to participate in ANA for purposes of securing State subsidy.

Content Area	Topics	Skills/Competencies Assessed and Items To assess whether the learners can:
<b>NUMBERS, OPERATIONS AND RELATIONSHIPS</b>	Count forwards and backwards	count in: <ul style="list-style-type: none"> <li>- Ones from any number between 0-80</li> <li>- Tens from any multiple of 10 between 0-80</li> <li>- Fives from any multiple of 5 between 0-80</li> <li>- Twos from any multiple of 2 between 0-80</li> </ul>
	Number symbols and number names	write number symbols 1 to 20. write number names 1 to 10
	Describe, compare and order numbers	order numbers: <ul style="list-style-type: none"> <li>- from smallest to greatest and greatest to smallest up to 15</li> <li>- before, after, in the middle/between</li> <li>- draw number line 0-15</li> </ul>
	Addition and subtraction	add to 15 subtract from 15 use appropriate symbols (+, -, =, □)
	Repeated addition leading to multiplication	count using repeated addition up to 10 use appropriate symbols
	Grouping and sharing leading to division	solve word problems in context work with numbers up to 15

<b>Content Area</b>	<b>Topics</b>	<b>Skills/Competencies Assessed and Items</b>
		To assess whether the learners can:
	Money	recognise and identify South African currency coins 5c, 10c, 20c, R1, R2, R5 solve money problems involving totals and change to R20, and in cents up to 20c.
	Problem-solving techniques	use the following techniques when solving problems and explain the solutions to the problems: <ul style="list-style-type: none"> <li>- pictures to draw the story sum</li> <li>- building up and breaking down numbers</li> <li>- doubling and halving</li> <li>- number lines</li> </ul>
<b>PATTERNS, FUNCTIONS AND ALGEBRA</b>	Geometric patterns	copy and extend simple geometric patterns
<b>SPACE AND SHAPE</b>	3-D objects	recognise and name 3-D objects in pictures <ul style="list-style-type: none"> <li>- ball shapes (spheres)</li> <li>- box shapes(prisms)</li> </ul> compare 3D objects in terms of: <ul style="list-style-type: none"> <li>- objects that roll</li> <li>- objects that slide</li> </ul>
	Symmetry	recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes

<b>Content Area</b>	<b>Topics</b>	<b>Skills/Competencies Assessed and Items</b>
		To assess whether the learners can:
<b>MEASUREMENT</b>	Time	name and sequence days of the week and months of the year
	Length	compare order and record length using non-standard measures, e.g. paces, pencil lengths, hand span
<b>DATA HANDLING</b>	Represent, analyse and interpret data	answer questions about data in pictographs represent data in pictographs