



## GRADE 2 EFAL BASELINE ASSESSMENT

### NOTE TO THE TEACHER:

- Please note that this assessment is quite long. Therefore it shouldn't be done in one day.
- Rather divide the time you have for baseline (do it during the orientation/revision time Week 1-6) between the components.
- Make sure to finish one component before assessing the next component.
- The assessment is done according to requirement per term.
- In some components you will find that it is covered for all four terms while in other components e.g. writing only term 4 is covered.

### **1. LISTENING AND SPEAKING**

*Demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom (posters, or in a picture in response to teacher's instructions, etc.) (Requirements: Term 1-4)*

**1.1 Show the learners the picture of the classroom in the DBE workbook Grade 2 book 1 page 2 and ask the following questions:**

- a) Point to the mat. Ask: What is this? [Expressive vocabulary]
- b) Point to the chair. Ask: What is this? [Expressive vocabulary]
- c) Point to the bag. Ask: What do we call this in English? [Vocabulary]
- d) Ask: Show me the boy. [Receptive knowledge]
- e) Ask: Show me the table. [Receptive knowledge]

**1.2 Give a simple oral description of a person, animal and object and ask the learner to identify it.** *(Identifies a person, animal or object from a simple oral description. (Requirement: Term 3 and 4)*

- a) I am round and red. You can eat me. What am I? (an apple)
- b) I am teaching you how to read and write. Who am I? (a teacher)
- c) I am made from wood or plastic and you can sit on me. What am I? (a chair)

**1.3 Greet the learners and listen to their response.** *(Respond to greetings / instructions / questions (Requirement :Term 1-4)*

- |                                   |               |
|-----------------------------------|---------------|
| a) Good morning (name of learner) | Respond ..... |
| b) How are you today?             | Respond ..... |

**1.4 Give a simple instruction to the learners.**

- a) Please open the door.
- b) Jump!
- c) Stand up!



## 2. PHONOLOGICAL AND PHONEMIC AWARENESS

**2.1 Tell the learners you will say 2 words. If the words sound the same, they should put their THUMBS UP. If the words do not sound the same, they should put their THUMBS DOWN:**

*(Identifies some rhyming words in songs and rhymes. Requirement: Term 1,2,4)*

- a) toes, nose (THUMBS UP)
- b) eyes, head (THUMBS DOWN)
- c) doll, ball (THUMBS UP)
- d) leg, feet (THUMBS DOWN)

**2.2 Ask the learners to listen to a word and then to tell you the first sound they hear.** *(Begins to identify different initial sounds in words. Requirement: Term 1-4)*

- a) sit (/s/)
- b) ball (/b/)
- c) man (/m/)
- d) tap (/t/)

**2.3 Tell learners you will say a sentence. They must listen carefully and then repeat the sentence, clapping on each word.** *(Segments oral sentences into individual words. Requirement Term 1-2)*

- a) I drink water. *(I – drink – water. 3 claps)*
- b) I like my school. *(I – like – my – school. 4 claps)*
- c) This is my new friend. *(This – is – my – new – friend. 5 claps)*

**2.4 Tell the learners you will say a few words. They must listen carefully and then show one finger if it is one thing or 2 fingers if it is more than one thing.** *(Recognise plurals in words (-s and -es) orally. Requirements: Term 3-4)*

- a) Dress *(one finger)*
- b) Shoes *(two fingers)*
- c) Book *(one finger)*
- d) Tables *(two fingers)*

**2.5 Tell learners you will say a word. They must listen carefully and then repeat the word by, clapping each syllable.** *(Claps on the syllables in familiar words. Requirement: Term 2-4)*

- a) Cat *(one clap)*
- b) Book *(one clap)*
- c) Ice-cream *(two claps)*
- d) Monday *(two claps)*

## 3. READING

**3.1 Read the story of The munchy munchy caterpillar in the DBE Grade 1 book page 78 and ask the following questions.** *(Answers simple oral questions about story. Requirement: Term 1-4)*

- a) What was on the leaf on Monday? *(a tiny caterpillar)*
- b) How many purple grapes did the caterpillar eat on Thursday? *(four)*
- c) What did the caterpillar eat on Friday? *(five yellow bananas)*
- d) How did the caterpillar look on Saturday? *(very, very fat)*



e) What happened on Sunday? (the caterpillar turned into a beautiful butterfly)

### 3.2 Ask learners to identify an animal

(Identifies people, animals and objects in the illustrations (Big Book/Poster) Requirement: Term1, 3 and 4)

a) Where is the caterpillar and where is the butterfly?

### 3.3 Ask learners to point to different objects in the story.

(Demonstrates understanding of the oral vocabulary in the story by pointing to objects in the illustrations (Posters/Big Books) Requirement: Term 1-2)

- b) Show me the grapes
- c) Show me the butterfly
- d) Show me the yellow bananas

### 3.4 Ask learners to read 20-30 familiar words

(Word Recognition: Recognises 20-30 familiar words in FAL. Requirement SBA Term 4)

Use the sight words list below and ask the learners to read the words. (Use the EGRA method)

is	it	see	in	and
for	not	a	the	she
he	has	him	cat	you
say	eat	us	small	boy
from	girl	get	what	come
here	do	me	my	to

## 4. WRITING

(Writes a simple list with a heading (3-5 words on a Topic) Requirement: Term 3-4)

### 4.1 Ask the learners to write a list of the clothes they have.

**My clothes:**

- 1. ....
- 2. ....
- 3. ....