



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

EXEMPLAR: TERM 2

GRADE 1: MATHEMATICS

DIAGNOSTIC ASSESSMENT

Name: _____

Class: _____ Date: _____

School: _____ Teacher: _____

Content Areas (<i>Building Number Sense</i>)	Questions	Learner's mark
Numbers, Operations and Relationships <i>integrated with</i> Patterns, Functions and Algebra and Space and Shape	1, 2, 3, 4, 5, 6, 7, 8, 9	
TOTAL 10 marks		

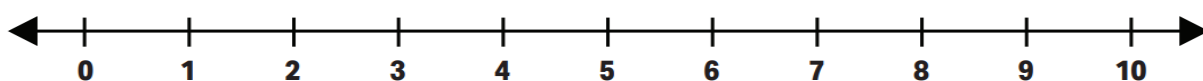
Notes for the teacher.

- A. The Diagnostic Assessment can be administered one-on-one or to a group of at least 6 learners at a time.
- B. Provide the necessary apparatus for the learners to use.
- C. Give clear instructions.
- D. Allow the learner to demonstrate, draw, talk about his/her thinking and to answer optimally.
- E. Write comments/ make notes of the learner's verbal responses.
- F. Make sure that the learner does not copy.

Provide 1 or 2 marks per answer as per the mark allocation.

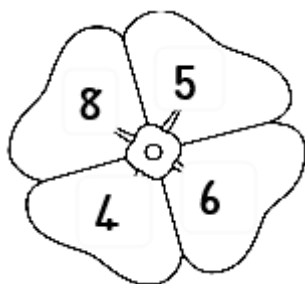
1. How many? Circle the number counted on the number line, below.

(1)



2. Order these numbers starting with the biggest.

(1)



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3. Complete.



+



+



=

4. What makes 6?

(1)

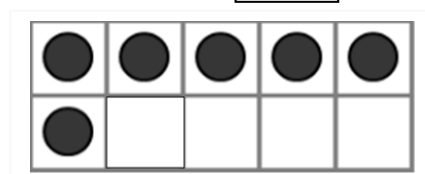


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and

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6



5. Follow the pattern and draw 2 less blocks above the 3 blocks.

(1)



6. Busi has 3 pears. She ate 2. How many pears are left?

(1)

Write the number sentence:



7. Tick (✓) what takes the longer time and cross (×) what takes a shorter time.

(2)



Working at
school.

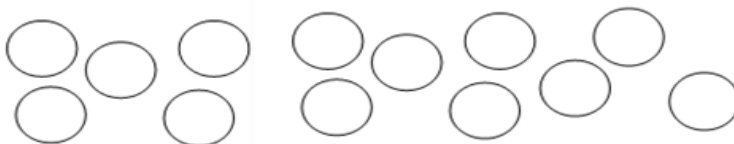
☐

Playing a game
of soccer.

☐

8. Circle only 2 groups of two.

(1)



9. Three children ride bicycles and there is one more bicycle.
How many wheels are there.

(1)

Show your understanding.



Total Marks: 10