



**ANNUAL NATIONAL ASSESSMENT 2015
ASSESSMENT GUIDELINES
ENGLISH HOME LANGUAGE
GRADE 3**

INTRODUCTION

The 2015 cycle of Annual National Assessment (ANA 2015) will be administered in all public and designated¹ independent schools in September 2015. 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 2015, 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 provided for each grade and subject (Language and Mathematics) that outline the minimum curriculum content that must be covered by all learners prior to the writing of the test. The Assessment Guidelines set the limits of the scope of work that will be covered in the test for each grade and subject. The ANA 2015 Assessment Guidelines have been designed in line with the versions of the curriculum that are being implemented in the phase.

FOUNDATION PHASE

In Grades 1-3, the tests will cover work that is prescribed for the first three quarters of the school year. For these grades the Assessment Guidelines are arranged in three columns and rows. The skills to be assessed are specified in the first column, the content in the second column and the specific skills to be assessed are indicated in the third column.

It is important to note that the ANA 2015 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 basic minimum curriculum that must have been 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 programs.

¹ “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.

Reference Number	Skills	Content Testing whether the learner is able to....	Proportion (%) of total marks in the test (Weighting) ¹	Total Marks
1.	Reading and Phonics	discuss the main idea of the story (title – use correct terminology).	45	18
		discuss the main characters in the story (use correct terminology).		
		discuss the setting of the story (use correct terminology).		
		discuss the sequence of events (all sequencing must be correct to achieve 1 mark).		
		discuss cause-effect relations (open ended question)		
		answer higher order questions based on the text read, e.g. by giving an opinion (open ended question).		
		interpret information from graphical texts such as advertisements.		
		use phonic knowledge and spelling rules to write unfamiliar words such as: <ul style="list-style-type: none"> • 'silent e' / split digraph e.g. same, bite etc. • words that sound the same but are spelt differently e.g. right and write etc. • silent b, k, w, etc. 		
		use words in a written sentence that are pronounced the same but have different meanings.		
		interpret information from graphical texts such as a <u>chart</u> , e.g. describe similarities and differences, and analyse, compare and contrast information		
interpret information from graphical texts such as a <u>graph</u> , e.g. make comparisons.				

Reference Number	Skills	Content Testing whether the learner is able to....	Proportion (%) of total marks in the test (Weighting) ¹	Total Marks
2.	Writing	identify and use any adjectives, nouns (any common nouns) and conjunctions (and, but) correctly.	55	22
		use past, present and future tenses correctly.		
		write words to form a sentence using capital letters, full stops, question marks, commas and inverted commas.		
		use subject-verb agreement correctly (2 sentences, e.g. The boy lies to his mother, but the boys <u>lie</u> to their mothers).		
		write own story of <u>two paragraphs</u> of at least <u>10 sentences in total</u> , with a given title, using appropriate grammar and punctuation.		
		Grand Total	100	40

¹Please comply with the CAPS requirements for weighting

- The final mark for question 16 consists of the following:

Paragraph mark + Content mark + Grammar/punctuation and spelling mark = Total rubric mark.

RUBRIC

CRITERIA	DESCRIPTION	MARKS
Paragraph (Max 1 mark)	Copied instructions / one word / phrase / less than 4 sentences / sentences numbered/ one paragraph.	0
	Two paragraphs of more than one sentence each .	1
Content (Max 3 marks)	Copied instructions / one word / phrase or part of sentence.	0
	1-3 simple sentences related to the topic.	1
	4-7 meaningful sentences related to the topic.	2
	8-10 meaningful sentences related to topic.	3
Grammar, punctuation & spelling (Max 2 marks)	1-4 sentences with more than 5 grammatical, punctuation or spelling errors in total.	0
	1-7 sentences with 0-5 grammatical, punctuation and spelling errors in total. OR 5-10 sentences with more than 5 grammatical, punctuation and spelling errors in total.	1
	8-10 sentences with 0-5 grammatical, punctuation or spelling errors in total.	2
	Total mark allocation: 6	