



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**ANNUAL NATIONAL ASSESSMENT 2015
ASSESSMENT GUIDELINES
ENGLISH HOME LANGUAGE
GRADE 7**

INTRODUCTION

The 2015 cycle of Annual National Assessment (ANA 2015) will be administered in all public and designated independent schools in September 2015. During this period all learners in Grade 9 will write nationally set tests in Language and Mathematics and the results will be used to report progress related to achieving the goals set in the *Action Plan 2014, Towards Schooling 2025*.

The learners will write ANA tests during the third school term. The Department of Basic Education (DBE) has provided guideline documents for each grade and subject (Language and Mathematics) on the minimum curriculum coverage that is expected for learners to be able to answer test questions with reasonable success. The Guideline sets the limit of the scope of work that will be covered in the test for each grade and subject. The ANA 2015 Guidelines have been designed in line with the versions of the curriculum that are being implemented at the various phases and grades.

SENIOR PHASE

ANA 2015 is based on CAPS as it was implemented from 2014. The content, skills and knowledge that will be covered in the tests come directly from the work specified from Term 1 to Term 3 (Week 6). The best preparation for ANA is the teaching according to the CAPS teaching plans. The Guideline is arranged in columns and rows and should be read from left to right along the same row. The Guideline provides the basic minimum curriculum that must have been covered by the end of the third school quarter.

It is important to note that the ANA 2015 Guideline does not imply that the delimited scope is all that must be taught and learnt during the school year. Instead, the Guideline provides the basic minimum curriculum that may have been covered by the end of the third school quarter.

Teachers are expected to use this Guideline together with the other resources for their teaching and assessment programs, so that learners become familiar with different styles of assessing. Most importantly, teachers are expected to develop their own assessment tools including some of the styles in the ANA exemplars to expand and enrich school-based assessments.

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

SKILL	CONTENT	Sub-skills/knowledge/competencies assessed
Reading & Viewing	Short story/folktale/ poetry/advertisement poster	Understanding all the features of a short story/folktale text (refer to CAPS English HL document page 34). Express own opinion Writer's viewpoint Infer meaning of unfamiliar words by word attack skills Prediction Making inferences Understanding all the features of an advertisement text (refer to CAPS English HL document page 45). Manipulative/persuasive Language/ figurative language Forming opinions – analysis of facts/information in a text Understanding all the elements of a poem (refer to CAPS English HL document page 32). Point of view of poet Infer meaning of unfamiliar words by word attack skills Understanding all the elements of a poster (refer to CAPS English HL document page 45). Use of pictures / emotive language in the text Use of parts of speech in the text
Language Structure & Conventions	Short story/folktale/ poetry/advertisement poster	Using and understanding the purpose of punctuation marks Structure of simple sentences Prefixes and suffixes as word attack skills Simple/ compound sentences Synonyms to understand a text Understanding / explaining figures of speech/ literal and figurative language

SKILL	CONTENT	Sub-skills/knowledge/competencies assessed
Writing & Presentating	Summary Essay (narrative	Identifying facts/main idea Is able to plan, write a first and final draft of a narrative essay (120 – 150 words, 4 – 5 paragraphs).

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RUBRIC FOR ASSESSING NARRATIVE ESSAY – HOME LANGUAGE (20 MARKS)

	EXCEPTIONAL	SKILFUL	MODERATE	ELEMENTARY	INADEQUATE
	9 - 10	7 – 8	5 – 6	3 – 4	0 - 2
Content & Planning (10 marks)	<ul style="list-style-type: none"> • Thorough interpretation of subject. • Interesting and imaginative ideas. • Evidence of planning results in a very well constructed and appropriate presentation. 	<ul style="list-style-type: none"> • Good interpretation of the subject. • Interesting and persuasive ideas. • Evidence of planning results in a well constructed and suitable presentation. 	<ul style="list-style-type: none"> • Adequate interpretation of the subject. • Average ideas, lacking depth. • Evidence of planning results in a satisfactory and suitable presentation. 	<ul style="list-style-type: none"> • Content often incomprehensible, lacking coherence. • Few ideas and often repeated. • Evidence of planning results in a poor presentation. 	<ul style="list-style-type: none"> • Irrelevant content, no coherence. • Repetitive ideas. • No evidence of planning. Very poor presentation.
	5	4	3	2	0 - 1
Language, Style & Editing (5 marks)	<ul style="list-style-type: none"> • Exceptional critical language awareness. • Correct use of language and punctuation. • Style, tone and register highly appropriate. • Mainly error-free presentation. 	<ul style="list-style-type: none"> • Evidence of critical language awareness. • Language and punctuation mostly correct. • Style, tone and register very appropriate. • Mostly error-free. 	<ul style="list-style-type: none"> • Some indication of critical language awareness. • Simple language and adequate punctuation. • Style, tone and register appropriate. • Some errors. 	<ul style="list-style-type: none"> • Limited critical language awareness. • Poor language use and use of punctuation. • Style, tone and register not always appropriate. • Text error-ridden. 	<ul style="list-style-type: none"> • No critical language awareness. • Very poor language use and use of punctuation. • Style, tone and register not appropriate. • Text error ridden; confuses the reader.
	5	4	3	2	0 – 1
Structure (5 marks)	<ul style="list-style-type: none"> • Variation in sentence types, logical connectors used between paragraphs which are coherent and well-developed. • Highly proficient essays should not be penalised for length. 	<ul style="list-style-type: none"> • Essay well paragraphed and coherent. • Good essays should not be penalised for length. 	<ul style="list-style-type: none"> • Satisfactory sentence structure and paragraphing. • Length is correct. 	<ul style="list-style-type: none"> • Elementary sentence structure and paragraphing. • Length is short. 	<ul style="list-style-type: none"> • Seriously flawed paragraphing. • Length too short.