GRADE 3

PHASE BASED AND TERM ONE ASSESSMENTS ENGLISH HOME LANGUAGE

DIAGNOSTIC ASSESSMENT TOOL

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead

A Reading Nation is a Leading Nation

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PART ONE
UNDERSTANDING
DIAGNOSTIC ASSESSMENTS

1. INTRODUCTION

The diagnostic resource bank aims to improve the relationship between assessment and classroom instruction. Assessment for learning is the process of gathering information about a learner's learning from a variety of sources, using a variety of approaches, or 'assessment tools', and interpreting that evidence to enable both the teacher and the learner to determine where the learner is in his or her learning; where the learner needs to go; and how best to get there. Teachers can adjust instructional strategies, resources, and environments effectively to help all learners achieve grade specific outcomes only if they have accurate and reliable information about what their learners know and are able to do at a given time.

When findings of assessment results are used to improve classroom practice, learner performance in general can improve. The diagnostic assessment tests/questions are designed to fulfil three purposes of assessment namely to;

- reveal the misconceptions learners bring as prior knowledge to a class;
- measure the conceptual gains of a class as a whole; and
- identify concepts that are weak areas of understanding for the individual learner or as a class/grade.

A traditional multiple choice question (MCQ) provides little information about the learner's understanding of the concept/skill tested. The DBE has embarked on the design of diagnostic assessments using MCQs and assessment rubrics (for Languages) that are designed to assist teachers to diagnose learner misconceptions using the Pearson distractor rationale model as a basis for the classification of learner misconceptions. The diagnosis is also linked to the CAPS learning outcomes and skill acquisition.

MCQs designed for the diagnostic questions included in this package, include a breakdown of learners' understanding through the incorrect responses.All distractors are written not only to focus the attention of the teacher on those learners who are able to identify the correct response, but also to assist the teacher in identifying and understanding the misconceptions captured in the incorrect responses.

2. PURPOSE OF THE DIAGNOSTIC TEST ITEMS

This diagnostic resources should be used in conjunction with the requirements as stipulated in the CAPS document. It therefore does not replace the curriculum or the Annual Teaching Plan (ATP). The content therefore includes coverage from terms one to four. However, teachers may include questions from the resource bank into the ATP to facilitate assessment for learning.
These diagnostic assessments/questions are a phase based assessment. It also includes questions from four grades.

There are questions set on the critical skills from the two earlier grades, the current grade and the next grade. The selection of questions from the four grades was done by looking at those concepts that were taught in the two earlier grades and were then extended in the next two grades as well.This would enable the teacher to identify at which specific grade the knowledge gap is.

The assessment guidelines per subject and grade have a detailed explanation of the topics/skills that are in this category. The spread of questions in the composite assessment is weighted to facilitate a phase based assessment and is broken down into the four composite grades as illustrated hereafter:

Table 1: Percentage spread of questions

	Spread of Questions			
Weighting	±10%	±20%	±60%	±10%
Grade 3	1	2	3	4

The purpose of including the content of the other grades is to diagnose the skill/concept acquisition at the earlier grade, the current grade as well as to ascertain whether the learner is ready to make the transition to the next grade. Once the teacher has identified the gaps in the conceptual knowledge/ skill acquisition it would be easier to design targeted intervention programmes to bring learners on par for the transition to subsequent grades/topics.

These diagnostic questions should be used as a tool for teachers to assess the strengths and weaknesses of learners for the purpose of designing teaching and learning strategies that will address the individual needs of the learner.

This assessment should not be used for grading a learner; as the intended purpose is to facilitate learning.

3.   THE STRUCTURE OF THE DIAGNOSTIC TEST ITEMS

The diagnostic resource is divided into sections or questions. Questions are framed to direct teachers to possible misconceptions which could be as a result of an earlier grade knowledge deficit, erroneous conceptual knowledge or lack of comprehension. Each paper has a spread of the content areas and skills that span the entire phase and is extended into the next phase. The texts/topics that have been selected for the Languages questions indicate the concept/skill progression from one grade to the next.

MCQs are constructed in such a way that each distractor provides information on whether the learner has mastered the skill/concept or whether there is a misconception. The distractors are graded according to four levels of understanding. Levels one, two and three enlighten the teacher about the nature of the misconception. Level four is the correct response, see Table 6 for further clarity. Short questions are constructed to assess writing skills, mental computations, knowledge recall and application of rules or theorems. Longer responses are constructed so that thought process, writing skills and consolidation and application of content areas and concepts across the subject are consolidated to arrive at the intended response.

4. PROPOSED USE OF THE DIAGNOSTIC LANGUAGE ITEMS/QUESTIONS

4.1 Parts of the resource bank may be used independently at different intervals e.g. as revision activities, informal assessment activities and baseline assessments.

4.2 Certain questions, per skill assessed, may be selected from a section to compile a shorter activity, e.g.

Grade 3: Phonics (Phase based test)
No: 11-20

4.3 Questions may be selected according to levels of difficulty and can be used to support learning according to different cognitive demands or be used to support progressed learners. e.g.

Grade 3: Easy questions related to punctuation
Text 1: Story No: 21;22;

4.4 Diagnostic tests may also be used as a baseline assessment if administered prior to teaching a particular topic/skill/grade. A teacher may want to establish whether learners meet the basic skills and knowledge levels required to learn a specific topic or content aspect.
This will assist the teacher to know the learners' level of proficiency in a particular topic prior to lesson preparation. e.g.

Grade 3: (Grade 1 and 2 questions - Reading and Phonics
Text 4: Table of Contents No: 1; 2; 3 and 4

4.5 The questions may be used at the beginning of a grade/phase to establish whether learners meet the conceptual knowledge for the new grade/phase.

Grade 3: (Grade 1 and 2 questions on visual texts
Question 2: Graph No: 1 and 2

1.1 The teacher should decide when, where and how the assessment may be used to enhance teaching and learning.

5. DESIGN

Table 6 lists and describes the types of errors that correspond to each of the four levels of understanding encapsulated in the language diagnostic test. The distractor rationale as advocated by Pearson, 2004, forms the basis for diagnosing misconceptions. The cognitive levels, difficulty levels and taxonomies as stipulated in CAPS are incorporated into the levels of understanding to provide the teacher with holistic information about the level of performance.

A more detailed unpacking of the nature of the misconceptions is addressed in the marking guidelines of each diagnostic question.

Table 6 : Levels of Performance for Language MCQs

Levels of Performance	Possible Learner Error
Level 1	• Makes errors that reflect focus on decoding and retrieving facts or details that are not necessarily related to the text or question. • Learner invokes prior knowledge related to the general topic being tested, but response is not text-based. • These errors indicate that the learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked.
Level 2	• Makes errors that reflect initial understanding of facts or details in the text, but is unable to relate them to the components in the question. • They apply their limited knowledge as an overgeneralisation and therefore come to a weak conclusion or inference. • The learner may focus on literal/superficial aspects of a text and makes superficial connections to arrive at weak responses.
Level 3	• Makes errors that reflect analysis and interpretation, but conclusions or inferences arrived at are secondary or weaker ones than required for correct response. • A distractor may be related to the correct response in meaning, but be too narrow or broad given the circumstances.
Level 4	• Correct response.

Each level of performance is captured in the distractors of all the multiple-choice questions. A question will include distractors that correspond to each level of understanding set out in the table above.

When learner responses are analysed, the diagnostic distractors will reveal patterns in their understanding of the content being tested. The teacher is thus guided towards instruction that specifically addresses a learner's understanding of a concept or specific content aspect.

6. MARKING GUIDELINES

6.1 MULTIPLE CHOICE QUESTIONS (MCQs)

Marks are allocated according to the levels of understanding of the question. However, the focus of these assessments is not on scoring the learner, but rather on what the learner is able to achieve/not achieve. The marking guideline has columns indicating an answer per question, the grade level at which a question and its answer are pitched, the level of understanding, the level of performance and the mark allocation. The mark allocation is merely a guide for the learner response and should not be the focus of the task.

6.2 OPINION QUESTIONS

These questions require an opinion and a reason as a response. A scoring guide has been included to guide teachers in identifying scores of 0/1/2. The teacher is assisted in identifying and understanding the misconception and the level of skill development required to improve cognition and performance.

6.3 TRANSACTIONAL AND ESSAY WRITING DIAGNOSTIC RUBRIC

The diagnostic rubric is designed to span the grades as depicted in Table 1. The assessment criteria are Content, Language Construction and Format, Length and Planning. The competency descriptors have been developed according to grade levels and are useful in informing the teacher of how learners should be scored and awarded scores for each criterion and grade level separately. The teacher would be able to collect and report data that reveals a learner's level of competency per criterion. The teacher would for e.g. be able to say that learner X is able to write an essay with the appropriate grade level content but the language competency of this Grade 9 learner is still at Grade 7 level. The teacher would then be able to pay more attention to integrating language skills during the writing lessons.

The teacher is able to diagnose the strengths and weaknesses of the learners according to the assessment criteria set out in the rubrics. Teachers can then focus on those aspects of writing that are problematic.

6.4 LANGUAGE STRUCTURES AND CONVENTIONS

These questions require learners to apply grammar skills in context to demonstrate their level of knowledge and understanding of all language aspects assessed. This stems from the assumption that grammar is taught for constructing texts in their context of use where real language is required. As a result, the application of grammar is not restricted to the analysis of isolated sentences as it explains the way in which sentences are structured to construct whole texts that learners learn to read and write. The marking guidelines provide insight on how to mark the test using scoring guides. The learner performance levels would assist the teacher to identify learners' strengths and weaknesses and thus provide corrective measures and interventions for improved grammar usage.

Table 7: Example of the Marking Guideline(for a MCQ)
1.1 What is the main idea of the article?

Table 7: Example of the Marking Guideline(for a MCQ)

1.1 What is the main idea of the article?

NO.		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDIN	LEVEL OF PERFORMANCE	GRADE
1.1	A	It is important to connect with many people on Facebook.		A superficial connection is made to the contents of paragraph 1, but it does not relate to the purpose of the text.		2	
	B	Not all contacts on Facebook are friends that you know. ✓	1	The correct response.	M	4	
	C	13-year olds like to boast about Facebook friends.		Related to the text, but not to the main purpose that is focused in the text as a whole.		3	9
	D	The Internet is required to connect to Facebook.		The response is not text-based.		1	

Table 8: Levels of Understanding that incorporate the two Taxonomies

1.1 Level of Understanding	Bloom's Taxonomy	Descriptors (Incorporation of both taxonomies)	Barrett's Taxonomy	Types of Questions
Easy	Remembering and Understanding	Label, list, name, relate, recall, repeat, state, classify, re-group, rearrange, assemble, collect, categorise, select, recognise, supply, separate, isolate	Literal comprehension/ Reorganisation	MCQ, Closed response Short response Fill in the blank Choose correct response
Moderate	Application and Analysis	Predict, infer, guess, translate, summarise, interpret, understand, rewrite, apply, demonstrate, illustrate, investigate, diagnose	Inferential comprehension	Short response MCQ Matching Directed response Closed response Open response
Difficult	Evaluating and Creating	Analyse, appraise, evaluate, justify, reason, criticise, judge, comment, appreciate, create, derive, combine, construct, devise, synthesise	Evaluation and Appreciation	MCQ Essay writing Transactional writing

7. MODERATION

Internal moderation is important in assuring that the marking criteria/guideline is consistently applied, and that there is a shared understanding of the academic standards learners are expected to achieve. There should be processes in place for assuring comparability of marks for alternative assessments. Schools may therefore determine the format for moderation as a standardisation and quality-assurance measure.

8. DATA ANALYSIS AND UTILISATION

The teacher would be able to collect data on an individual learner, a class, a grade or for the entire grade and report at each level. Further data can be collected per topic/skill/content area. The teacher is also able to use the phase test and identify at which grade the knowledge deficit is. Since this is an exercise in assessment for learning targeted interventions can be designed to address strengths and weaknesses. Teachers would be able to give feedback to parents on learning gaps, deficits and strengths per learner.

8.1 Purpose of the data analysis

After administering a test the teacher can do own diagnostic analysis to identify:-
a) The overall level of performance of the class or school;
b) Individual learners or schools that need special intervention;
c) Groups of learners or schools that need special support and
d) Subject content areas that require priority attention in teaching and learning.

8.2 Use of basic statistics for analysis

Basic statistics that can be used to summarize the data from a test include the following:-

   i. Mean (often called average) - calculated by adding the scores of all the learners and dividing the sum by the number of learners. The mean is one score that is used to summarize all the scores obtained by learners in a test. A high mean score represents high performance and a low mean score represents low performance. However, the mean score does not indicate how learner scores are spread from the highest to the lowest and thus is not adequate for identifying individuals who either over-perform or under-perform.

   ii. Median (or middle score) - calculated by first arranging the scores from the highest to the lowest and then determining the score that divides the data into two equal halves. Half of the learners who wrote a test will have scores above the median score and the other half will have scores below the median score. If the number of learners is an odd number the median will be a real score that sits half-way between the extreme scores, e.g. 76, 57, 49, 45 and 39 have 49 as the median score. However, if the number of learners is an even number the median will be a score that may not belong to any of the learners calculated by adding the two adjacent scores that are half-way between the extremes and dividing their sum by two (2), e.g. the median of 76, 57, 49 and 45 is calculated by adding 57 and 49 and dividing the sum by two,
   i.e. (57 + 49)/2 = 106/2 = 53. As can be observed, 53 is not one of the four given scores but it is the median score that sits half-way between the extreme scores, viz. 76 and 45.

The median does not show what the extreme scores, i.e. the highest and the lowest scores, are.

    iii. Maximum is the highest score obtained by a learner in a test.
    iv. Minimum is the lowest score obtained by a learner in a test.
    v. Range is the difference between the Maximum and the Minimum scores. The larger the range, the more diverse the ability levels of the test takers while a relatively small range indicates that the class of test takers has a relatively homogeneous ability profile.

8.3   Available tools for data analysis

Tools that are available for analysis of data include pre-programmed computer software such as the SA-SAMS in schools, the Microsoft Excel programme and even hand calculators. The Microsoft Excel programme, which comes with almost every computer software, is a reasonably easy-to-use tool for performing item-level diagnostic analysis of test data. An Excel spreadsheet is arranged in columns and rows.

8.4   Preparing data for analysis on Excel

Excel makes available useful formulae to calculate basic statistics. To prepare for analysis of data from an administered test, do the following:-

    i. Mark the test and write the scores obtained by each learner next to the relevant question/item number in their books or scripts;
    ii. Enter learner names and other particulars (e.g. the gender of each learner) in the rows,one after another;
    iii. Enter test item numbers in the columns, one after another;
    iv. Enter the score of each learner on each item in the correct cell (i.e. where the relevant column and row meet);
    v. Check if all data has been entered correctly (i.e. do thorough data cleaning);
    vi. Use correct formulae to calculate the statistics that you want to use to summarize and analyse the test data; and
    vii. Interpret the statistics in terms of what they suggest about performance of individuals in your class, performance of identifiable groups of learners (e.g. boys and girls) and performance in specific content areas.

8.5   Analysis and interpretation

To summarise the data calculate the average percentage score, the median, maximum and minimum score percentages and you may do this separately for boys and girls.To make sense of the analysis it is recommended that different colour codes be used to mark specific observations (Excel provides a wide range of colour codes) and also represent findings with appropriate graphs to enhance visual impressions to aid decision-making on where to focus improvement interventions. For instance, the following observations can be made from the analysis that has been done:

a) Overall performance

Overall performance in this class, measured through the mean score, may be e.g. 54,4% which is relatively acceptable but still leaves room for improvement. The median score for the class may be 56% which means that half of the learners obtained scores above 56% and another half obtained scores below 56%.

b) Performance spread

Although the mean and median scores were both above 50%, learner scores may range between eight percent (8%) and 100% which is a fairly wide range that suggests diverse abilities in this class. This implies that intervention strategies will have to be diversified in order to meet the learning needs of different learners, i.e. a one-size-fits-all improvement strategy will not work in this class.

c) Individual learner differences in performance

Individual learners who were identified to be particularly at risk have been indicated with e.g. red colour coding. They obtained scores below 40% and thus fall within the "Not achieved" and "Elementary achievement" levels. They require special attention in terms of teaching strategies and learning opportunities.

d) Group differences in performance

Analysis was done at two group levels, viz. boys and girls. All the summary statistics indicate that the boys performed much lower than the girls. Their mean score was 49,3% against the 60% mean score obtained by girls. The median score for the boys was four percent (4%) lower than of the girls, viz. 52% as against 56%. Boys' scores ranged between eight percent (8%) and 88% while the lowest score for the girls was 32% and the highest was 100%. It is evident that in this class boys require a different or more focused intervention than the girls.

e) Performance in specific topics or skills

The percentage scores per item indicate the items and, therefore, the topic or skill where interventions must focus.The analysis and diagnosis (from 'a' to 'e' above) identifies:-

i. Which learners need special attention?; and
ii. Which content areas require special focus? The analysis also suggests what materials will be required to improve on the identified areas, what extra support the teacher will need (if necessary), whether additional time will be required, who else should be involved in the interventions and a host of other possibilities that the data analyser may see fit in their context.

8.6   Diagnostic or error analysis

Error analysis is the study of errors in learners' responses with a view to look for possible explanations for these errors. It provides specific information about the relative skill proficiency or misconception a learner has in his/her response, in order to understand what the learner can or cannot do. It is a multifaceted activity, for the teacher, because it involves analysis of the correct, partially correct and incorrect thought processes of the learners' individual responses and thinking about possible remediating interventions that might work well.

Understanding the errors a learner or a group of learners make will determine how learners are grouped in a certain subjects to enhance effective teaching.

Please note that the tag above each question, as shown below, provides the following information in this order: type of text, subject component, content/concept or skill, grade level of the question, difficulty level and term (in which the content/skill is taught) e.g.:

Type of text	Components	Content/Concept/Skills	Grade	Difficulty Level	Term
Narrative	Reading and Phonics	Characters in the story	G1	E	2

It is thereafter written above each question in the format:

Narrative	Reading and Phonics	Characters in the story	G1	E	2
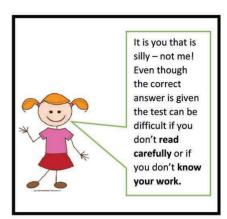
PART TWO
ANSWERING MULTIPLE CHOICE QUESTIONS (MCQs)
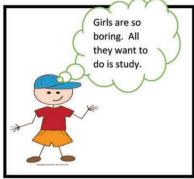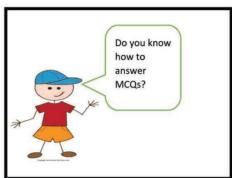
ANSWERING MULTIPLE CHOICE QUESTIONS (MCQs)

NOTE TO THE TEACHER:

1. **The Structure of a MCQ**
   Example:

   What is the number symbol for six hundred and ninety-eight? **STEM**

   A 60098 ⎤

   B 6098   ⎬ **DISTRACTORS**

   C 968   ⎦

   D 698   ⎤ **KEY**

EXPLANATION

STEM	QUESTION
DISTRACTORS	INCORRECT OPTIONS
KEY	ANSWER

2.   Strategies for answering MCQs

2.1   Read the question carefully. Understand the question and be sure of what is expected of you. Underline the key words in the question. You may need to read the question more than once.

2.2   Try to answer the question before you check out the options. You may be required to work out the answer before you are able to choose the correct option.

2.3   Read each option cautiously. Delete the options that you are sure are incorrect, until you are left with the correct option.

2.4   Make sure that the option you have chosen matches what the question requires.

2.5   Most often there will be an option that will be obviously wrong. Eliminate this option.

2.6   Two options may sound alike. However, one of the options may be partially correct; it may be a partial answer to the question. Reread the question to make sure that the option fully answers the question.

2.7   If you are unsure of which options are incorrect, leave the question and move to the questions you are sure of. However, make sure that you come back to the question. Don't leave blanks.

CHOOSE AN OPTION FOR EVERY QUESTION.

2.8   There will be only **ONE** correct option.

NOTE TO THE LEARNER:

1.   There is no pattern in which the answers are arranged.

2.   Check your work. If you make a mistake, strike out the incorrect option and circle the correct answer.

3.   Do not leave any question unanswered.

PART THREE
PHASE BASED DIAGNOSTIC ITEMS

9. ASSESSMENT ITEMS

Question One

Read the following text carefully and answer the questions.

> ## TEXT 1 : STORY
>
> One day a wide mouth frog came hopping down the road. On the side of the road he saw a cat lazing in the sun. Frog croaked in a loud voice for the cat to wake up. He asked the cat what he eats. Cat mewed, "I eat fish," and went back to sleep. Frog said, "Oh, that's nice!" Then, he hopped down the road.
>
> Soon, Frog met a spotty dog with a puppy. Frog asked Dog what he eats. Dog barked that he eats meat. Frog croaked, "Oh, that's nice!" Then, he hopped down the road.
>
> Next, he saw a hungry cow and a lamb munching on some grass. Frog croaked in a loud voice, and asked Cow what she eats. "Can't you see that I am eating grass?" mooed Cow. Again Frog croaked, "Oh, that's nice!" and hopped away, down the road.
>
> Thereafter, Frog saw a sly snake curled up in the middle of the road. He croaked loudly and asked Snake what he eats. Snake hissed that he eats frogs, but he prefers a frog with a wide mouth, like Frog. Then Frog croaked in a squeaky voice, "Oh, that's not nice!", and quickly hopped home.
>
> [Adapted from the story of "The Wide-Mouth Frog"]

Comprehension

Narrative	Reading and Phonics	Characters in the story	GI	E	2

1.   Who is the main character in the story?

The main character in the story is a …

A.   puppy.
B.   snake.
C.   frog.
D.   fly.

Narrative	Reading and Phonics	Describe main Character	G2	E	2

2. List all the talking characters in the story.

    A   Frog, Cat, Dog, Cow, Snake
    B   Frog, Cat, Dog, Cow, Fish
    C   Sheep, Goat, Lamb, Mark, Cat
    D   Frog, Cat, Cow, Snake, Puppy

Narrative	Reading and Phonics	Describe main Character	G3	M	1

3. Describe the frog that hopped down the road?

    A   A wide mouth frog.
    B   A hungry frog.
    C   A green frog.
    D   A baby frog.

Narrative	Reading and Phonics	Sequencing	G2	M	2

4. Which event happened last in the story?

    A   Frog hopped home as fast as he could.
    B   Frog saw Cow and Lamb eating grass.
    C   Frog met Snake.
    D   Frog went for a swim

Narrative	Reading and Phonics	Sequencing	G2	D	2

5. Rearrange the order of events in the story.
    Number the events 1- 4.

Snake hissed that he eats frogs with a wide mouth.	
Cat mewed that he eats fish.	
Cow mooed that he eats grass.	
Dog barked that he eats meat.	

Narrative	Reading and Phonics	Higher order question	G3	M	2

6.   Why did Frog croak in a squeaky voice when Snake told him that he eats frogs? Frog croaked in a squeaky voice because ...

A   he was afraid of Snake.
B   he wanted Snake's food.
C   his throat was sore.
D   he was happy.

Narrative	Reading and Phonics	Identify setting	G3	E	2

7.   Where did the story take place?

A   On the road.
B   On a farm.
C   In a pet shop.
D   Near a dam.

Narrative	Reading and Phonics	Give an opinion	G3	M	3

8.   If Snake and Frog become friends, what will happen?

A   They will munch grass together.
B   Snake will croak with Frog.
C   They will swim together.
D   Snake will not eat Frog.

Narrative	Reading and Phonics	Give an opinion	G3	D	4

9.   Why do you think the frog hopped home as fast as he could?

A   He wanted to win the race.
B   He was afraid Snake would eat him.
C   He finished speaking to Snake.
D   He did not want to be late.

Narrative	Reading and Phonics	Cause and effect	G4	D	4

10.   What could have happened if Frog did not hop down the road?

       A   The animals would not be there.
       B   Frog could have run down the road.
       C   Frog would not have met the animals.
       D   Frog could not hop.

Narrative	Reading and Phonics	Identify initial letter sounds	G1	E	1

11.   Look at the picture. What is the beginning sound?

       A   c
       B   k
       C   b
       D   a

Narrative	Reading and Phonics	Uses consonant blends	G1	E	3

12.   Look at the picture. Choose the missing sound.
       This is a ...ake.

       A   st
       B   sm
       C   sn
       D   sh

Narrative	Reading and Phonics	Recognize rhyming words	G2	M	1

13.   Choose the word which rhymes with 'down'.

       A   cow
       B   brown
       C   blown
       D   loud

Narrative	Reading and Phonics	Identify rhyming words	G3	D	1

14. Choose the word that does not rhyme with 'snake'

A   wake
B   lake
C   brake
D   snack

Narrative	Reading and Phonics	Homonyms	G3	D	3

15. A homonym is a word that is pronounced and spelt the same but has a different meaning. The frog saw a spotty dog.
Construct a sentence using the word 'saw' to show a different meaning to the one in the sentence.

Narrative	Reading and Phonics	Recognize Digraphs	G3	E	1

16. Look at the picture. Choose the word that shows what the cat likes to do. The cat likes to …

A   sneak.
B   sleep.
C   sweep.
D   sleap.

Narrative	Reading and Phonics	Recognize vowel Digraphs	G3	M	1

17. Read the sentence and choose the correct middle sound.
The frog cr…ks at the animals.

A   oo
B   ao
C   oa
D   oe

Narrative	Reading and Phonics	Vowel digraphs/split diagraphs (silent "e")	G3	M	1

18. Read the sentence and choose the correct word.
The frog hopped along the ...

A   road
B   rode
C   rote
D   ride

Narrative	Reading and Phonics	Recognise silent letters "b"	G3	E	3

19. Choose the correct word.
Frog met a cow and a ...

A   lamb.
B   limb.
C   knife.
D   lamp.

Narrative	Reading and Phonics	Recognise consonant diagraphs	G3	M	1

20. The cow is mun...ing grass.

A   shr
B   sh
C   ch
D   tch

Narrative	Writing	Punctuation	G1	E	4

21. Which sentence is correctly punctuated?

A   he hopped down the road
B   He hopped down the road
C   he hopped down the Road.
D   He hopped down the road.

Narrative	Writing	Punctuation	G2	E	3

22. Which sentence is correctly punctuated?

A   what do you eat
B   What do you eat.
C   What do you eat?
D   What Do You Eat?

Narrative	Writing	Punctuation	G3	M	I

23. Which sentence is correctly punctuated?

A   Yes,that's very good!
B   yes thats very good
C   Yes thats very good
D   yes that's very good!

Narrative	Writing	Punctuation	G4	D	I

24. Which sentence is correctly punctuated?

A   Snake said I like to eat frogs
B   Snake said, I like to eat frogs.
C   Snake said,"I like to eat frogs."
D   Snake said "I like to eat frogs"

Narrative	Writing	Parts of speech noun	G2	M	3

25. What is the part of speech of the underlined word?
He saw the lazy <u>cat</u> sleeping.

A   pronoun
B   adverb
C   noun
D   verb

Narrative	Writing	Subject agreement	G4	M	2

26. Which option correctly completes the sentence
The snake hisses at the frog but the snakes …

A   hiss at the frogs.
B   hisses at the frogs.
C   his at the frogs.
D   kiss at the frog.

Narrative	Writing	Identify verbs	G3	E	2

27. Which word is the verb in the sentence?
Frog croaked in a loud voice.

A   croaked
B   voice
C   talk
D   frog

Narrative	Writing	Plurals	G3	D	4

28. Choose the correct plural.
One puppy, but two …

A   puppys.
B   puppies.
C   doggies.
D   babies.

Narrative	Writing	Prepositions	G3	E	4

29. Look at the picture. What is the correct preposition?
The bone is … the dog's mouth.

A   and
B   on
C   in
D   at
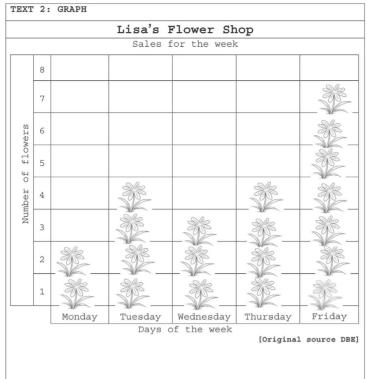
Narrative	Writing	Identify Adverbs	G3	M	2

30. Which word describes the verb?
    The frog quickly hopped home.

    A   hopped
    B   home
    C   frog
    D   quickly

Narrative	Writing	Past Tense	G3	E	1

31. Complete the sentence.
    Yesterday the dog … eating meat.

    A   were
    B   had
    C   was
    D   is

Question Two

Study the following graph and answer the questions.

TEXT 2: GRAPH

Lisa's Flower Shop
Sales for the week

[Graph with y-axis "Number of flowers" numbered 1 to 8, x-axis "Days of the week" showing Monday, Tuesday, Wednesday, Thursday, Friday. Flower pictographs showing: Monday 2, Tuesday 4, Wednesday 3, Thursday 4, Friday 7]

[Original source DBE]

| Graph | Reading and Phonics | Interprete Information from a graph | G1 | E | 4 |

1.   What did Lisa sell?

A   flowers
B   branches
C   leaves
D   trees

| Graph | Reading and Phonics | Analyse and compare Information | G2 | E | 3 |

2.   On which day did Lisa sell three flowers in total?
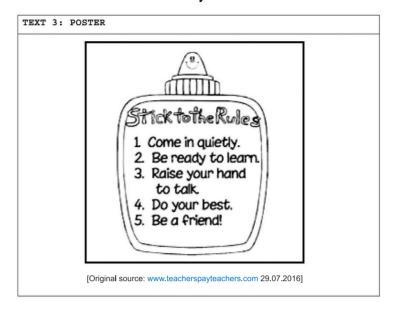
A   Wednesday
B   Weekend
C   Monday
D   Sunday

Graph	Reading and Phonics	Analyse and compare Information	G3	E	1

3. How many flowers, in total, did Lisa sell on Tuesday and Friday?

   A   twenty
   B   eleven
   C   seven
   D   zero

Graph	Reading and Phonics	Analyse and compare Information	G3	M	2

4. On which day did Lisa sell the most flowers?

   A   Tuesday
   B   Saturday
   C   Monday
   D   Friday

Graph	Reading and Phonics	Analyse and compare Information	G4	D	1

5. On which day did Lisa sell the least number of flowers?

   A   Wednesday
   B   Monday
   C   August
   D   Friday

Graph	Reading and Phonics	Give an opinion	G4	D	1

6. How many more flowers did Lisa need to sell on Monday to match Wednesday's sales?

   A   three
   B   five
   C   won
   D   one

Graph	Reading and Phonics	Give an opinion	G3	M	4

7. Why do you think Lisa sold more flowers on Friday than on Monday?

    A   People buy more flowers on Friday for the weekend.
    B   The flowers are expensive.
    C   Flowers smell bad.
    D   Bees make honey.

Graph	Reading and Phonics	Analyse, compare and contrast information	G3	M	3

8. On which two days did Lisa sell the same number of flowers?

    A   February and April
    B   Tuesday and Wednesday
    C   Tuesday and Thursday
    D   Saturday and Sunday

Graph	Reading and Phonics	Describe similarities and differences	G3	M	4

9. How many more flowers did Lisa need to sell on Wednesday when compared to Friday?

    A   four
    B   two
    C   for
    D   To

Graph	Reading and Phonics	Give an opinion	G3	D	4

10. What can Lisa do to increase flower sales on Monday?
    Lisa can …

    A   avoid watering the flowers often.
    B   change the name of her shop.
    C   have a sale.
    D   hire a helper.

Graph	Reading and Phonics	Give an opinion	G3	D	4

Question Three

Look at the poster and answer the questions.

TEXT 3: POSTER

[Original source: www.teacherspayteachers.com 29.07.2016]

Poster	Reading and Phonics	Interprete Information	G3	E	4

1. What does rule 4 say?

    A   Be ready to learn.
    B   Pick up litter.
    C   Do your best.
    D   Be friendly.

Poster	Reading and Phonics	Interprete Information	G2	E	3

2. Which rule comes before 'Be ready to learn'?

    A   Come in quietly.
    B   Raise your hand.
    C   Tie your shoe laces.
    D   Come in quickly.

Poster	Reading and Phonics	Analyse Information	G3	M	4

3. What is the poster about?
   The poster is about …

   A   school.
   B   a timetable.
   C   a bottle.
   D   rules.

Poster	Reading and Phonics	Analyse Information	G3	M	4

4. Where would you find this poster?
   This poster could be found in a …

   A   staffroom.
   B   classroom.
   C   house.
   D   shop.

Poster	Writing	Nouns	G1	E	3

5. What is the noun in the sentence?
   Be a good friend.

   A   friendly
   B   enemy
   C   friend
   D   good

Poster	Writing	Plurals	G1	M	4

6. Choose the correct answer to complete the sentence.
   Learners must raise their … before they speak.

   A   handles
   B   hands
   C   hand
   D   had
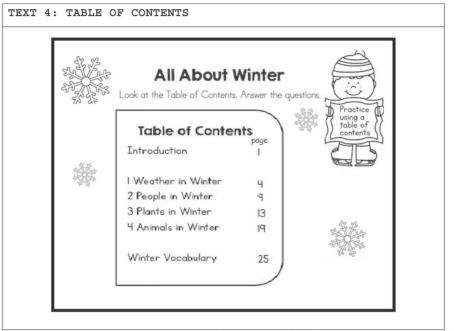
Poster	Writing	Preposition	G1	M	4

7. Identify the preposition in the sentence?
Lindi must come in quietly.

A   quietly
B   must
C   on
D   in

Poster	Writing	Antonyms	G4	D	1

8. Choose an antonym for the underlined word.
Do your <u>best</u>.

A   worst
B   worse
C   good
D   work

Poster	Writing	Synonym	G3	D	4

9. Choose the synonym for 'talk'.

A   laugh
B   speak
C   come
D   still

Poster	Writing	Conjunctions	G3	M	4

10. Choose the correct word to join these two sentences.
Read the poster. Obey the rules.

A   glue
B   too
C   and
D   but

II.   Identify and write the verb in the sentence:
Raise your hand.

Question Four

Read the following Table of Contents and answer the questions.

TEXT 4: TABLE OF CONTENTS

All About Winter

Look at the Table of Contents. Answer the questions.

Table of Contents

Practice using a table of contents

[Adapted from www.firstgradealacarte.blogspot.com 29.07.2016]

Table of Contents	Reading and Phonics	Interpret information	G1	E	4

1.   What is the title of the book?

A   People in Winter
B   All about Winter
C   Weather
D   Snowman

Table of Contents	Reading and Phonics	Interprete Information	G2	E	3

2. Which chapter comes after 'People in Winter'?

A   Weather in Winter
B   Snowflakes
C   Plants in Winter
D   Visitors

Table of Contents	Reading and Phonics	Interprete Information	G2	M	3

3. On which page is the introduction?
   The Introduction is on page ...

A   25
B   19
C   3
D   1

Table of Contents	Reading and Phonics	Interprete Information	G2	E	3

4. What is chapter 1 about?
   Chapter 1 is about ...

A   weather in winter.
B   my holiday clothes.
C   introduction.
D   a boy.

Table of Contents	Reading and Phonics	Analyse information	G3	M	4

5. What is the fourth chapter about?
   The fourth chapter is about ...

A   animals in winter.
B   rain in winter.
C   weather in winter.
D   trees in winter.

Table of Contents	Reading and Phonics	Analyse information	G3	M	4

6. What information would you read about in the chapter 'Animals in Winter'?

      A   animals
      B   children
      C   plants
      D   jackets

Table of Contents	Reading and Phonics	Analyse information	G3	D	4

7. What would you read about from pages 4-8?

      A   People in Winter
      B   Books in Winter
      C   Table of Contents
      D   Weather in Winter

Table of Contents	Reading and Phonics	Sequencing	G3	M	2

8. Rearrange the order of the chapters as found in the Table of Contents. Number the chapters 1 - 4.

Animals in Winter	
People in Winter	
Plants in Winter	
Weather in Winter	

Table of Contents	Reading and Phonics	Interpret Information	G4	D	1

9. Where in the book would you find the vocabulary on winter? The vocabulary on winter would be found on page ...

      A   1.
      B   2.
      C   25.
      D   52.

Table of Contents	Reading and Phonics	Identify final letter sound	GI	E	1

10.   Look at the picture. What is the correct last sound?

    A   d
    B   s
    C   a
    D   p

Table of Contents	Reading and Phonics	Phonic knowledge and spelling rules	G4	D	3

11.   Choose the correct word for the picture.

This is a bok/book.

Table of Contents	Reading and Phonics	Phonic knowledge and spelling rules	GI	M	1

12.   Choose the correct word to complete the sentence.
During winter the … is cold.

    A   weather
    B   whether
    C   wither
    D   warthog

Table of Contents	Reading and Phonics	Phonic knowledge and spelling rules	G3	E	3

13.   Look at the picture.
Write the correct sound to complete the word.

This is a cl…d

Table of Contents	Reading and Phonics	Rhyming words	G2	E	1

14.   Identify the word that rhymes with page.

    A   winter
    B   cage
    C   table
    D   cake

Table of Contents	Writing	Prepositions	G3	M	3

15.   The boy is holding a sign. What is the position of the sign?
      The sign is …

    A   in front of him.
    B   behind him.
    C   at school.
    D   in him.

Table of Contents	Writing	Verbs	G3	M	3

16.   Write the verb from the sentence below.
      The children keep warm in winter.

Table of Contents	Writing	Verbs	G3	M	2

17.   What is the correct verb?
      Yesterday we … in the cold.

    A   playd
    B   plaid
    C   played
    D   play

Table of Contents	Writings	Tenses	G3	M	2

18. What is the correct word for the sentence?
Nellie is ... the 'Table of Contents' in the book.

A useing
B using
C used
D use

Table of Contents	Homonym	Tenses	G4	M	1

19. A homonym is a word that is pronounced and spelt the same,
but has a different meaning. A <u>Table</u> of Contents is found in a book.
Construct a sentence using the word 'table' to show a different
meaning.

Table of Contents	Antonym	Tenses	G3	D	4

20. What is the antonym of 'cold'?
The antonym of cold is ...

A winter.
B colder.
C sold.
D hot.

Question Five

TEXT 5: CREATIVE WRITING

| Story/Paragraph | Writing | Write two paragraphs of 10 sentences on one of the given topics. | G3 | D | 2 |

Write two paragraphs of at least 10 sentences in total on one of the following topics. Make sure that you use the correct punctuation, grammar and spelling. Do not number your sentences.

A   Write about a time you made a big mistake. How did you fix it?
B   If you were given 2 wishes what would they be and why?
C   My favourite movie.
D   Games at school.
E   My hero.
F   A visit to a farm.
G   My school.

Marking Rubric

Criteria	Marks	Score
Paragraph	1	
Content	3	
Punctuation	2	
Grammar	2	
Spelling	2	
Total	10	

10.   MARKING GUIDELINE

Texts	Levels of difficulty
1: Story	**E: Easy**
2: Graph	**M: Moderate**
3: Poster	**D: Difficult**
4: Table of Contents	
5: Creative Writing	

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
TEXT ONE: STORY							
1.	A	puppy		Not an active character in the text.		2	
	B	snake		It is in the story and is closely linked to the main character.		3	
	C	frog	1	Correct response.	E	4	1
	D	fly		General knowledge of frogs, i.e. frogs eat flies but a fly is not text based and not one of the characters.		1	
2.	A	Frog, Cat, Dog, Cow, Snake	1	Correct response.	E	4	2
	B	Frog, Cat, Dog, Cow, Fish		Fish is not a character but a food item in the text.		2	
	C	Sheep, Goat, Lamb, Mark, Cat		Displays general knowledge of characters. There is no mention of humans (Mark) in the text.		1	
	D	Frog, Cat, Cow, Snake, Puppy	1	Shows ability to identify characters in the text, but not all are talking characters. Does not pay attention to finer detail in story.		3	
3.	A	A wide mouth frog	1	Correct response.	M	4	3
	B	A hungry frog		A weak association to the frog and his curiosity about what everyone eats, not text related.		3	
	C	A green frog		Makes a superficial connection to the general characteristics of a frog.		2	
	D	A baby frog		Evidence of general knowledge of frogs, but it is unrelated to the question or text.		1	
4.	A	Frog hopped home as fast as he could.	1	Correct response.	M	4	2
	B	Frog saw Cow and Lamb eating grass.		A superficial connection to the text as Frog saw Cow and Lamb in the middle of the story. Poor understanding of sequencing.		2	
	C	Frog met Snake.		Shows some ability to analyse and interpret sequence, but this was not the last event.		3	
	D	Frog went for a swim.		Shows some general knowledge/ prior knowledge that frogs like to swim, but not text based.		1	

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
5.		Snake hissed that he eats frogs with a wide mouth. — 4 Cat mewed that he eats fish. — 1 Cow mooed that he eats grass. — 3 Dog barked that he eats meat. — 2	1	If this sequence is incorrect then there is confusion of the order of events in the story.	D	4	3
6.	A	he was afraid of Snake.	1	Correct response.	M	4	3
	B	he wanted Snake's food.		Superficial connection to frogs and snakes eating the same food.		2	
	C	his throat was sore.		It is a possibility but not the correct answer. There is no evidence that his throat was sore but a generalised association of sore throat with croaking.		3	
	D	he was happy.		Not text based.		1	
7.	A	On the road.	1	Correct response.	E	4	3
	B	On a farm.		Generalised association made with characters - animals live on a farm.		3	
	C	In a pet shop.		Prior knowledge of animals but unrelated to the text. Cannot differentiate between domestic, farm and wild animals.		1	
	D	Near a dam.		Making incorrect inferences between frogs and water.		2	
8.	A	They will munch grass together.		Text based but not accurate. Frogs do not eat grass.		2	
	B	Snake will croak with Frog.		Character text based, but a weak association and not possible because snakes do not croak.		3	
	C	They will swim together.		A possibility, but not text based, prior knowledge of frogs has been used to make over generalisation.		1	
	D	Snake will not eat Frog.	1	Correct response.	M	4	3
9.	A	He wanted to win the race.		General knowledge about speed, but the opinion given is not related to the text.		1	

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
	B	He was afraid Snake would eat him.	1	Correct response.	D	4	3
	C	He finished speaking to Snake.		Secondary inference but not the correct answer.		3	
	D	He did not want to be late.		Incorrect connection between fast and being late.		2	
10.	A	The animals would not be there.		Possibility but not related to cause and effect as the animals in the story are not related to the frog hopping down the road.		3	
	B	Frog could have run down the road.		Incorrect association between frogs and hopping, and not cause and effect as frogs do not run. Lack of understanding of cause and effect		2	
	C	Frog would have not met the animals.	1	Correct response.	D	4	4
	D	Frog could not hop.		General knowledge of topic, but grabbing bits and pieces of the text and not related to cause and effect.		1	
11.	A	c	1	Correct response.	E	4	1
	B	k		Confuses the 'c' and 'k' sound.		3	
	C	b		Sound not connected to the word.		1	
	D	a		Has not grasped beginning sounds. Confuses beginning and middle sounds.		2	
12.	A	st		Cannot blend.		2	
	B	sm		Confuses the phonic blends sn and sm.		1	
	C	sn	1	Correct response.	E	4	1
	D	sh		Letters look similar to the answer. Confuses the 'n' and 'h' sounds. Visual misperception		3	
13.	A	cow		Not the full rhyming sound.		2	
	B	brown	1	Correct response.	M	4	2
	C	blown		Look alike word but does not rhyme.		3	
	D	loud		Sounds alike but does not rhyme.		1	
14.	A	wake		Does not understand the question. Does not understand the concept of rhyming words./Limited vocabulary.		1	
	B	lake				1	
	C	brake				1	
	D	snack	1	Correct response.	D	4	3

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
15.		Any relevant sentence that explains the meaning of the word saw – to cut e.g. He cut the wood with a saw.	1	Concept of homonym is not grasped if the sentence does not give the meaning of the word 'saw' (to cut).	D	4	3
16.	A	sneak.		Misinterpretation of the question.		2	
	B	sleep.	1	Correct response.	E	4	3
	C	sweep.		Wrong association of the letters.		1	
	D	sleap.		Confusing digraphs./Spelling.		3	
17.	A	oo		In the text but the wrong sound.		2	
	B	ao		Confusion of the order of letters.		1	
	C	oa	1	Correct response.	M	4	3
	D	oe		Sound the same but incorrect spelling.		3	
18.	A	road	1	Correct response.	M	4	3
	B	rode		Sounds the same but incorrect word.		3	
	C	rote		Superficial connection to sound /Similar sounding word.		2	
	D	ride		General knowledge of sounds used in the word, but not text based.		1	
19.	A	lamb.	1	Correct response.	E	4	3
	B	sheep.		Incorrect association to animals - lamb.		2	
	C	ship.		Confusion with distractor (sheep).		1	
	D	lamp.		Confusion with the silent letter.		3	
20.	A	shr		Unrelated to the 'ch' digraph.		1	
	B	sh		Unable to differentiate between digraphs 'sh' and 'ch'.		3	
	C	ch	1	Correct response.	M	4	3
	D	tch		Poor auditory discrimination.		2	
21.	A	he hopped down the road		No knowledge or application of capital letters and punctuation.		1	
	B	He hopped down the road		Omission of a punctuation mark (full stop). Has knowledge of beginning sentence with a capital letter.		3	

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
	C	he hopped down the Road.		Incorrect application of capital letters.		2	
	D	He hopped down the road.	1	Correct response.	E	4	1
22.	A	what do you eat		No knowledge or application of punctuation and capital letters.		1	
	B	What do you eat.		Understands the concepts of a sentence, but cannot apply correct punctuation. Cannot differentiate between statement and question.		3	
	C	What do you eat?	1	Correct response.	E	4	1
	D	What Do You Eat?		Reflects initial understanding of punctuation, but did not apply capital letters correctly.		2	
23.	A	Yes, that's very good!	1	Correct response.	M	4	3
	B	yes thats very good		Cannot apply capital letters and punctuation. No punctuation skills.		1	
	C	Yes thats very good		Poor application of punctuation. Only understands that a sentence begins with a capital letter.		2	
	D	yes that's very good!		Application of punctuation not at required level of complexity. Forgot to apply rules capital letters.		3	
24.	A	snake said I like to eat frogs		No application of punctuation.		1	
	B	Snake said, I like to eat frogs.		Has not grasped concept of inverted commas (direct speech).		3	
	C	Snake said, "I like to eat frogs."	1	Correct response.	D	4	4
	D	snake said "I like to eat frogs"		Incomplete application of basic punctuation (capital letter and full stop needs attention).		2	
25.	A	pronoun		Text based, but cannot distinguish between a noun and pronoun.		3	
	B	adverb		Cannot distinguish the difference between a noun and an adverb.		1	
	C	noun	1	Correct response.	M	4	2
	D	verb		Confuses nouns and verbs.		2	
26.	A	hiss at the frogs.	1	Correct response.	M	4	4
	B	hisses at the frogs.		Lacks understanding of subject-verb agreement (concord).		3	
	C	his at the frogs.		Incorrect spelling of the word hiss. Cannot identify short and long sounds.		2	
	D	kiss at the frog.		Has not grasped the subject verb agreement at all.		1	

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
27.	A	croaked	1	Correct response.	E	4	3
	B	voice		Confuses nouns and verbs.		3	
	C	talk		Related to croak and voice but not in the text.		1	
	D	frog		Confusing a verb and noun.		2	
28	A	puppys.		Has not grasped the plural rule for words that end in 'y'.		3	
	B	puppies.	1	Correct response.	M	4	3
	C	doggies.		Use of immature language.		2	
	D	babies.		Literal association of puppy to babies.		1	
29	A	and		Confuses conjunctions and prepositions.		1	
	B	on		Look alike word.		3	
	C	in	1	Correct response.	E	4	3
	D	at		Literal interpretation of the text.		2	
30.	A	hopped		Confuses verbs and adverbs.		3	
	B	home		Cannot distinguish between adverbs and nouns.		2	
	C	frog		Cannot distinguish between adverbs and nouns.		2	
	D	quickly	1	Correct response.	M	4	3
31.	A	were		General knowledge of past tense, but makes the wrong choice. Cannot distinguish between singular and plural verbs.		1	
	B	had		Error in reading the word eating (eaten). Confuses past and continuous tenses.		2	
	C	was	1	Correct response.	E	4	3
	D	is		Confuses simple present and past tenses.		3	
TEXT TWO: GRAPH							
1.	A	flowers	1	Correct response.	E	4	1
	B	branches		Weak association to flowers.		3	
	C	leaves		Superficial connection to flowers and the visual cue.		2	
	D	trees		Associated with topic but not in text.		1	

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
2.	A	Wednesday	1	Correct response.	E	4	2
	B	Weekend		Associated with days of the week but not a part of the text.		1	
	C	Monday		Associated with days of the week but wrong answer. Does not understand how to read a graph.		3	
	D	Sunday		Not in text, but related to days of the week.		2	
3.	A	twenty	1	Total number of flowers in the graph. Cannot select information specific to the question.		3	
	B	eleven		Correct response.	E	4	3
	C	seven		Rhymes with the correct response, but reflects sales of Friday's flowers only.		2	
	D	zero		General knowledge of numbers but not in text.		1	
4.	A	Tuesday		Does not understand the meaning of the word 'most'.		3	
	B	Saturday		Related to days of the week but not in the text.		1	
	C	Monday		Least amount of flowers sold. Confusion between concepts least and most.		2	
	D	Friday	1	Correct response.	M	4	3
5.	A	Wednesday	1	Does not understand the word least.		3	
	B	Monday		Correct response.	E	4	3
	C	August		Confuses months and days of the week.		1	
	D	Friday		Confusion between the words most and least.		2	
6.	A	three		Poor interpretation of the question. Does not understand the concept of what "how many more" is.		2	
	B	five		Added sales of both days.		3	
	C	won		Incorrect spelling of the homophone.		1	
	D	one	1	Correct response.	D	4	4
7.	A	People buy more flowers for the weekend.	1	Correct response.	M	4	3
	B	The flowers are expensive.		Weak deduction not related to the question. No mention of cost of flowers.		3	
	C	Flowers smell bad.		Making a literal connection to flowers.		2	

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
	D	Bees make honey.		General knowledge that bees are associated with flowers but not text based.		1	
8.	A	February and April		Confuses months with days.		1	
	B	Tuesday and Wednesday		Partial understanding of the question. Concept the same number.		3	
	C	Tuesday and Thursday	1	Correct response.	M	4	3
	D	Saturday and Sunday		Association to days of the week, but not found in the text.		2	
9.	A	four	1	Correct response.	M	4	3
	B	two		Knows the answer must be a number, but it is the wrong answer. Can be related to guessing.		2	
	C	for		Poor association of homonyms 'four', 'for'.		3	
	D	to		Confusing the preposition 'to' with the number 'two'.		1	
10.	A	Avoid watering the flowers often.		Knowledge of flowers but not related to sales.		2	
	B	change the name of her shop.		Secondary inference to the text.		3	
	C	have a sale.	1	Correct response.	D	4	3
	D	hire a helper.		Relates to prior knowledge but not in the text.		1	
TEXT THREE: POSTER							
1.	A	Be ready to learn.		Selected any rule that appears on the chart.		3	
	B	Pick up litter.		Associated with rules but not on the chart/text.		1	
	C	Do your best.	1	Correct response.	E	4	1
	D	Be friendly.		Made a superficial association based on visual clues.		2	
2.	A	Come in quietly.	1	Correct response.	E	4	2
	B	Raise your hand.		Confuses the terms before and after.		2	
	C	Tie your shoe laces.		General rule, not text based.		1	
	D	Come in quickly.		Quickly is misread as quietly.		3	
3.	A	school.		Superficial connection as schools have rules.		2	
	B	a timetable.		Associated with school – not on the poster – but associated with school.		1	
	C	a bottle.		Responds to the visual cue- looks like a bottle. No focus on the rules.		3	

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
	D	rules.	1	Correct response.	M	4	3
4.	A	staffroom.		A room in the school, but not relevant to learners and obeying rules.		3	
	B	classroom.	1	Correct response.	M	4	3
	C	house.		Confuses rules at school with rules at home.		1	
	D	shop.		Associates poster with what is sold at a shop.		2	
5.	A	friendly		Associated with the adjective or adverb – not a noun. Not text – based.		3	
	B	enemy		Confuses the antonym of friend.		1	
	C	friend	1	Correct response.	E	4	1
	D	good		Cannot differentiate between a noun and an adjective.		2	
6.	A	handles		General knowledge of plurals, but not text based.		1	
	B	hands	1	Correct response.	M	4	1
	C	hand		Plural not applied.		3	
	D	had		Incorrect spelling of the word ('n' sound omitted).		2	
7.	A	quietly		Not a preposition but text based.		1	
	B	must		Confuses verb and preposition.		2	
	C	on		Associated preposition with any preposition - not in the text.		3	
	D	in	1	Correct response.	M	4	3
8.	A	worst	1	Correct response.	D	4	4
	B	worse		Has an understanding but confuses the degree of comparison.		3	
	C	good		Confusion between synonym and antonym.		2	
	D	work		Associated with the statement but not in the text.		1	
9.	A	laugh		Superficial connection of auditory sounds.		2	
	B	speak	1	Correct response.	D	4	3
	C	come		Weak association- unrelated and not text based.		1	
	D	still		Confuses antonyms and synonyms.		3	
10.	A	glue		Visual cue, but not correct.		2	

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
	B	too		Not text based.		1	
	C	and	1	Correct response.	M	4	3
	D	but		A conjunction, but an incorrect answer.		3	
11.		Raise	1	Correct response. If 'your' is identified, there is confusion between pronouns and verbs. If 'hand' is identified, there is confusion between nouns and verbs.	E	4	3
TEXT FOUR: TABLE OF CONTENTS							
1.	A	People in Winter		Confusion of title and chapter.		3	
	B	All about Winter	1	Correct response.	E	4	1
	C	Weather		Superficial connection to winter.		2	
	D	Snowman		Poor association of winter and snow.		1	
2.	A	Weather in Winter		Does not understand the concept of before and after.		3	
	B	Snowflakes		Uses visual cues incorrectly.		2	
	C	Plants in Winter	1	Correct response.	E	4	2
	D	Visitors		Not in the text.		1	
3.	A	25.	1	Cannot differentiate between introduction and vocabulary. Poor command of language.		2	
	B	19.		Linked to the text but incorrect page number.		3	
	C	3.		Confuses page number with chapter number.		1	
	D	1.	1	Correct response.	M	4	2
4.	A	weather in winter.	1	Correct response.	E	4	2
	B	my holiday clothes.		Not in the text.		1	
	C	introduction.		Confuses chapter numbers with page numbers.		3	
	D	a boy.		Superficial connection to a visual cue.		2	
5.	A	animals in winter.	1	Correct response.	M	4	3
	B	rain in winter.		Not in the text but related to weather.		1	
	C	weather in winter.		Incorrect interpretation of the question.		3	
	D	trees in winter.		Superficial association of trees and plants.		2	
6.	A	animals	1	Correct response.	M	4	3
	B	children		Superficial connection to visual cues.		2	

No.		Expected answer		Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
	C	plants			Found in the text but not the correct answer. Cannot distinguish main idea in each chapter.		3	
	D	jackets			Associated to winter but not in the text.		1	
7.	A	People in Winter			Weak association of 'p' in 'pages' with 'p' in 'people'.		3	
	B	Books in Winter			Not in the text. Makes weak associations on the topic.		1	
	C	Table of Contents			The Table of Contents does not have any page numbers.		2	
	D	Weather in Winter		1	Correct response.	D	4	3
8.		Animals in Winter	4	1	Only the accurate order will be accepted. If the sequence is incorrect, then sequencing has not been understood.	M	4	3
		People in Winter	2					
		Plants in Winter	3					
		Weather in Winter	1					
9.	A	1.			Does not understand the difference between the introduction and vocabulary.		3	
	B	2.			Confuses chapter number with page number.		2	
	C	25.		1	Correct response.	D	4	4
	D	52.			Transposition of the number 25 and not found in text.		1	
10.	A	d			Confuses 'p' and 'd' letters.		3	
	B	s			Confuses singular and plural. Added 's' to the word. Confuses phonics and grammar.		1	
	C	a			Confuses middle and end sound, visual cue.		2	
	D	p		1	Correct response.	E	4	1
11.		book		1	Correct response.	E	4	1
12.	A	weather		1	Correct response.	M	4	3
	B	whether			Could not discriminate sounds heard. Confuses homophones.		3	
	C	wither			Incorrect spelling/Poor pronunciation.		2	
	D	warthog			Not text based.		1	
13.		cloud			Correct response. (Incorrect spelling marked wrong.)	E	4	3
14.	A	winter			Random selection of a word in the text.		1	
	B	cage			Correct response.	E	4	2

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
	C	table		Superficial association of 'a' sound.		3	
	D	cake		Confuses sounds of 'cage' and 'cake'. Confuses both words beginning with the letter " c"		2	
15.	A	in front of him.	1	Correct response.	M	4	3
	B	behind him.		Confused prepositions that reflect position.		3	
	C	at school.		Makes the generalisation that the boy is at school. Does not understand question.		1	
	D	in him.		Weak association with correct response. Does not understand difference between 'in front of' and 'in'.		2	
16.		keep	1	Correct response.	M	4	3
17.	A	playd		Generalisation made that adding 'd' at the end of the word alters it into the past tense.		3	
	B	plaid		Weak association. Confuses homophones and verbs.		2	
	C	played	1	Correct response.	M	4	3
	D	play		Selected any verb. Does not make sense in the context of the sentence. Incorrect knowledge of tenses.		1	
18.	A	useing		Incorrect spelling. Spelling rule not correctly applied.		3	
	B	using	1	Correct response.	M	4	3
	C	used		Confuses past tense with present continuous tense.		1	
	D	use		Confuses present tense with continuous tense.		2	
19.		Any relevant sentence that explains the meaning of the word table e.g. The book is on the table.	1	Concept of homonym is not grasped if the sentence does not give the meaning of the word 'table' other than that of a table of contents.	D	4	4
20.	A	winter.		Associates winter with cold and makes a weak association with the difference between an antonym and synonym.		2	
	B	colder.		Confuses the word antonym with degrees of comparison.		1	
	C	sold.		Confuses the word antonym with rhyming words.		3	
	D	hot.	1	Correct response.	D	4	3

TEXT FIVE: CREATIVE WRITING

Marking Rubric

Criteria	Marks	Score
Paragraph	1	
Content	3	
Punctuation	2	
Grammar	2	
Spelling	2	
Total	**10**	

TEXT FIVE: CREATIVE WRITING

Error Analysis for Creative Writing (Text 5)

Criteria	Exceptional Grade 4	Skilful Grade 3	Moderate Grade 2	Elementary Grade 1	Inadequate
Paragraph	3 paragraphs	2 paragraphs	1 paragraph	0 paragraphs	Copied instructions/one word/phrase or part of sentence.
Content	13 and more meaningful sentences related to the topic.	9-12 meaningful sentences related to the topic.	3-8 meaningful sentences related to the topic.	1 - 2 simple sentences related to the topic.	Sentences unrelated to the topic.
Punctuation	0-3 punctuation errors.	4-6 punctuation errors.	7-9 punctuation errors.	10 and more punctuation errors.	Copied instructions/one word/phrase or part of sentence.
Grammar	0-3 grammatical errors.	4-6 grammatical errors.	7-9 grammatical errors.	10 and more grammatical errors.	Copied instructions/one word/phrase or part of sentence.
Spelling	0-3 spelling errors.	4-6 spelling errors.	7 -9 spelling errors.	10 and more spelling errors.	Copied instructions/one word/phrase or part of sentence.

TEXT FIVE

Rubric for Creative Writing

ASSESSMENT TABLE

CRITERIA	DESCRIPTION	MARKS
Paragraph (Maximum 1 mark)	Copies instructions / one word phrase or part of a sentence / less than 4 sentences / sentences are numbered.	0
	One paragraph with 4 of more sentences. Sentences are written fluently and is not written on separate lines.	1
Content (Maximum 3 marks)	Copy instructions / one word phrase or part of a sentence	0
	1 – 3 simple sentences that is related to the topic.	1
	4 – 6 meaningful sentences that is related to the topic.	2
	7 – 8 meaningful sentences that is related to the topic.	3
Punctuation (Maximum 2 marks)	More than 7 punctuation errors	0
	4 – 6 punctuation errors	1
	1 – 3 punctuation errors	2
Grammar (Maximum 2 marks)	More than 7 grammar errors	0
	4 – 6 grammar errors	1
	1 – 3 grammar errors	2
Spelling (Maximum 2 marks)	More than 7 spelling errors	0
	4 – 6 spelling errors	1
	1 – 3 spelling errors	2
	TOTAL MARK	10

PART FOUR
SCHOOL BASED ACTIVITIES:
TERM ONE

Text 1: Story
Read the following text carefully and answer the questions.

Emma's Lunch Surprise

Emma hurried to the table in the school dining hall. She couldn't wait to look in her lunch bag. Mom had told Emma to expect a special surprise for lunch. "It must be a really big surprise, "she thought.

Thandi walked into the dining hall with her netball. Emma told her friend Thandi as she left the ball and sat down. "Mum said she has a surprise for me today and my bag feels heavier than usual."

"Hurry!" Thandi said. "Let's see what's in your bag. It may be your surprise. "Beaming, Emma reached into her bag and pulled out an apple and frowned. "But I don't like apples. Mom likes apples. I like bananas."

Emma reached into her bag again. This time she pulled out a banana. "Wow," Thandi said, her eyes growing wide. "You got what you wanted. See what else is in your bag."

So Emma reached into her bag. She pulled out some peanuts. "But I don't like peanuts. Mom does. I like cheese."

Emma reached into her bag again. She smiled when she pulled out some cheese. "It's a magic bag! Let me try! "said Thandi as she pulled the bag out of Emma's hands. Thandi told the bag, "I want chocolate cake. " Grinning, Thandi reached in and pulled out $\frac{2}{2}$ prunes. "Yuck! Your bag isn't magic. I do not like prunes."

"Me neither ..." Emma laughed. She looked around. She now realised what was happening. "But Mom does, "said Emma. Emma looked across the hall and waved to Mom, who had come to surprise her with a visit for lunch!

[Source: Adapted from www.superteacherworksheets.com 02.07.17]

Narrative	Reading and Phonics	Identify Characters	G3	E	1

1.1   Who is the main character in the story?
The main character in the story is …

A   Emma's mother.
B   Emma's teacher.
C   Thandi.
D   Emma.

Narrative	Reading and Phonics	Identify the main idea	G3	M	1

1.2   What is the main idea in the story?
The main idea in the story is …

A   Emma's special lunch surprise.
B   Emma's favourite food.
C   Emma's lunch.
D   Emma's fruit.

Narrative	Reading and Phonics	Sequence events in text	G3	E	1

1.3   Rearrange the order of events in the story.
Number the events 1 - 4

A Emma took peanuts out of her lunch bag	
B Emma took cheese out of her lunch bag.	
C Emma took an apple out of her lunch bag.	
D Emma took a banana out of her lunch bag	

Narrative	Reading and Phonics	Identify cause and effect	G3	D	1

1.4   Why did Emma frown after pulling out an apple?
Emma frowned because …

A   apples were her mum's favourite fruit.
B   the apple was rotten.
C   she wanted a chocolate cake.
D   she does not like apples.

Narrative	Reading and Phonics	Describe the setting	G3	E	I

1.5   Where was Emma having her lunch?
Emma was having lunch in the ...

A   restaurant.
B   school dining hall.
C   bag.
D   classroom.

Narrative	Reading and Phonics	Answer higher order questions	G3	D	I

1.6   Why did Emma's mother pack all the things they both liked?
Emma's mother packed the things they both liked because
her mother ...

A   came to have a surprise lunch with her.
B   packed the wrong lunch.
C   wanted her to eat healthily.
D   wanted her to share with Thandi.

Narrative	Reading and Phonics	Identify letter Sound relationships of single letters	G3	E	I

1.7   Look at the picture and choose the correct word.
Emma likes to eat a ...

A   fig.
B   apple.
C   nut.
D   not.

Narrative	Reading and Phonics	Identify rhyming words	G3	M	I

1.8   Read the sentence and chose the word that best rhymes with 'frown'.
Thandi had a frown because she could not find her ...

A   surprise.
B   grow.
C   flow.
D   crown.

Narrative	Reading and Phonics	Identify vowel digraphs	G3	M	I

1.9   Fill in the correct missing sound.
Thandi m...ts Emma in the dining hall for lunch.

A   ea
B   ee
C   ie
D   eo

Narrative	Reading and Phonics	Identify rhyming words	G3	E	I

1.10   Read the sentence and choose the word that best rhymes with 'hall'.
Emma went to the dining hall and sat down.

A   bill
B   shelf
C   wall
D   fell

Narrative	Reading and Phonics	Identify rhyming words	G3	E	I

1.11   Choose the word that does not rhyme with 'bag'.

A   tag
B   mag
C   wag
D   leg

Narrative	Reading and Phonics	Arrenge words in alphabetical order	G3	M	I

1.12   Choose the group with the correct alphabetical order.

A   apples, bag, do , dining
B   apples, bag, dining, do
C   apples, dining, do, bag
D   dining, do, apples, bag

Narrative	Reading and Phonics	Recognise consonant digraphs	G3	E	1

1.13   Look at the picture and fill in the missing sound.
Emma found a ...istle underneath her chair.

A   wh
B   we
C   h
D   w

Narrative	Reading and Phonics	Recognise consonant digraphs	G3	E	1

1.14   Identify the correct sound to complete the word in the sentence.
Thandi and Emma are wearing their school ...oes.

A   sh
B   ch
C   th
D   tch

Narrative	Reading and Phonics	Recognise consonant digraphs	G3	E	1

1.15   Identify the correct sound to complete the sentence.
It is fun to s...l on a boat.

A   ae
B   ay
C   ai
D   a

Narrative	Reading and Phonics	Recognise consonant digraphs	G3	M	1

1.16   Complete the sentence by filling in the correct sound.
After lunch Emma went home and took a ba ...

A   d.
B   t.
C   tch.
D   th.
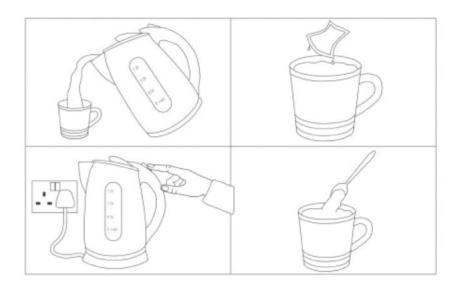
Narrative	Reading and Phonics	Recognise vowel digraphs	G3	M	I

1.17   Identify the correct sound to complete the sentence.
Thandi ...t... the chocolate cake.

A   ai- e
B   a-e
C   ay-e
D   eigh-e

Narrative	Reading and Phonics	Identify correct use of punctuation	G3	E	I

1.18   Identify the sentence with the correct punctuation.

A   Emma and thandi are best friends.
B   Emma and Thandi are best friends
C   emma and thandi are best friends
D   Emma and Thandi are best friends.e

Narrative	Reading and Phonics	Identify correct use of punctuation	G3	E	I

1.19   Identify the sentence with the correct punctuation.

A   Do you like bananas or apples?
B   Do you like bananas? or apples.
C   Do you like bananas or apples
D   do you like bananas or apples?

Narrative	Writing	Identify correct use of present tense	G3	M	I

1.20   Read the sentence and identify the sentence written in the present tense.

A   Emma's mother will like cheese.
B   Emma's mother is liking cheese.
C   Emma's mother likes cheese.
D   Emma's mother liked cheese.

1.21　Which is the correct sentence?
　　　The girl eats in the dining hall but …

　　　A　　the girls eats in the dining hall.
　　　B　　the girls eat in the dining hall.
　　　C　　the girls it in the dining hall.
　　　D　　the girls its in the dining hall.

Fill the kettle with cold water from the tap.
Switch the kettle on and leave it until the water boils.
Put a tea bag in a mug.
Pour boiling water over the teabag.
Leave the tea to brew for a minute.
Remove the tea bag with a spoon.
Add milk and sugar if required and stir with a teaspoon.

[Source: www.sparklebox.co.uk 16.10. 2016]

Instructions	Reading and Phonics	Identify key details	G3	M	1

2.1 What are the instructions for?
The instructions are for making …

A   something to drink.
B   ice tea.
C   milk.
D   tea.

Instructions	Reading and Phonics	Sequence events in text	G3	M	1

2.2 What is done after pouring boiling water over the teabag?

A   Put a teabag in a mug.
B   Leave the tea to brew for a minute.
C   Drink tea.
D   Remove the teabag.

2.3 What would you replace the teabag with to make another hot drink?

A   juice
B   biscuits
C   coffee
D   water

Instructions	Reading and Phonics	Identify details about the text	G3	D	1

2.4 Which ingredients are used in the instructions?

A   hot chocolate, soda, milkshake and ice cream
B   teaspoon, kettle, mug and a milk jug
C   teabag, milk, sugar and kettle
D   teabag, milk, sugar and water

Instructions	Writing	Identify correct use of past tense	G3	M	I

2.5   Read the sentence. She leaves the tea to brew.
      Which sentence is written in the past tense?

      A   She will leave the tea to brew.
      B   She leaved the tea to brew.
      C   She left the tea to brew.
      D   She leaved the tea to brewed.

Instructions	Writing	Identify correct use of puntuation	G3	D	I

2.6   Choose the sentence with the correct punctuation.

      A   She used a teabag, milk, sugar and water to make the tea.
      B   She used, a, teabag, milk, sugar and water to make the tea.
      C   She, used, a, teabag, milk, sugar, and, water, to, make, the, tea.
      D   She used a teabag milk sugar and water to make the tea!

Instructions	Reading and Phonics	Recognise consonant Digraph	G3	E	I

2.7   Look at the picture and fill in the missing sound.
      This is a too ….

      A   th
      B   l
      C   k
      D   tch

Instructions	Reading and Phonics	Apply different spelling choices	G3	M	I

2.8   Choose the word that rhymes with brew.

      A   beautiful
      B   book
      C   cold
      D   new

2.9 She had a slice of c__ke with a cup of tea.

A oo
B a
C ai
D o

Criteria	Marks	Score

Question 3

Text 3: Creative Writing					
Story/ Paragraph	Writing	Write a paragraph on a given topic	G3	D	1

Write a paragraph of at least 8 sentences on one of the following topics.

3.1 I am special
3.2 My favourite day
3.3 My first day in Grade 3

Marking Rubric

Paragraph	1	
Content	3	
Punctuation	2	
Grammar	2	
Spelling	2	
Total	10	

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of understanding	Grade
Question 1: Story							
1.1	A	Emma's mother.		Selected a character in the text, but not the main character.		2	
	B	Emma's teacher.		General knowledge and assumption that a teacher is the main character at school, but not text based.		1	
	C	Thandi.		Thandi is the main character's friend, but not the main character.		3	
	D	Emma.	1	Correct response.	E	4	3
1.2	A	Emma's lunch surprise.	1	Correct response.	M	4	3
	B	Emma's favourite food.		Possible answer but special surprise is not indicated.		3	
	C	Emma's lunch.		General association between special lunch surprise and lunch but lunch is not the main idea in the story.		2	
	D	Emma's fruit.		Poor association between some of the lunch items however other food items have been mentioned in the text but not the correct response.		1	
1.3		Emma took peanuts out of her lunch bag. — 3 Emma took cheese out of her lunch bag. — 4 Emma took an apple out of her lunch bag. — 1 Emma took a banana out of her lunch bag. — 2	1	Correct response. If the sequence is incorrect then there is confusion of the order of events of the story.	E	4	3
1.4	A	apples were her Mum's favourite fruit.		Can be interpreted correctly but that cannot be the cause for frowning.		3	
	B	the apple was rotten.		Superficial association between a rotten apple and frowning, not text based.		1	
	C	she wanted a chocolate cake.		Random selection of a statement in the text but not correct.		2	
	D	she does not like apples.	1	Correct response.	D	4	3
1.5	A	restaurant.		Uses prior knowledge of eating lunch at a restaurant, not text based.		1	
	B	school dining hall.	1	Correct response.	E	4	3
	C	bag.		In the text, but the sentence makes no sense. Poor comprehension of the question.		2	
	D	classroom.		Possible answer because it was at school but not specific.		3	

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of understanding	Grade
1.6	A	came to have a surprise lunch with her.	1	Correct response.	D	4	3
	B	packed the wrong lunch.		Related to the text but not text based.		1	
	C	wanted her to eat healthily.		A possibility but it's not related to the components in the question.		2	
	D	wanted her to share with Thandi.		Secondary response but weaker than the required response.		3	
1.7	A	fig.		Weak association with food, not text based.		1	
	B	apple.		Confuses the picture with a word in the text.		3	
	C	nut.	1	Correct response.	E	4	3
	D	not.		Confuses the middle sound with that of the Correct response.		2	
1.8	A	surprise.		Confuses the word with comprehension of the text, does not rhyme.		1	
	B	grow.		Has 'ow' letters but not rhyming.		3	
	C	flow.		Superficial connection of the 'ow' sound.		2	
	D	crown.	1	Correct response.	M	4	3
1.9	A	ea		Confuses sounds that are spelt the same but sound differently.		3	3
	B	ee	1	Correct response.	M	4	
	C	ie		Unable to differentiate between 'ie' and 'ee'.		2	
	D	eo		Unrelated to the 'ee' vowel digraph.		1	
1.10	A	bill		Confuses 'i' with 'a' sound.		3	3
	B	shelf		Invokes prior knowledge related to general topic but response is not the rhyming word.		1	
	C	wall	1	Correct response.	E	4	
	D	fell		Confuses 'e' with 'a' sound.		3	
1.11	A	tag		Does not understand the question. Does not understand the concept of rhyming words. Limited vocabulary.		1	
	B	Mag				1	
	C	wag				1	
	D	leg	1	Correct response.	E	4	3

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of understanding	Grade
1.12	A	apples, bag, do, dining,		Related to the correct response but confuses alphabetical order of the second letters in words.		3	
	B	apples, bag, dining, do	1	Correct response.	M	4	3
	C	apples, dining, do, bag		Reflects initial understanding of alphabetical order but might be reversing letters 'b' and 'd'.		2	
	D	dining, do, apples, bag		Has understanding of bits and pieces of alphabetical order but not applying it correctly.		1	
1.13	A	wh	1	Correct response.	E	4	3
	B	we		Reflect initial understanding but the spelling and the sound are incorrect.		2	
	C	h		Some form of relation but the w sound is not indicated, incorrect response.		1	
	D	w		Related to the correct response but incomplete initial sound.		3	
1.14	A	sh	1	Correct response.	M	4	3
	B	ch		Makes errors that reflects focus on decoding that are not related to the sound. Confuses ch with sh.		1	
	C	th		Confuses the initial sound with th.		2	
	D	tch		Poor auditory memory – can be related to the auditory sound but differs from sh.		3	
1.15	A	ae		Makes errors that reflect knowledge of the ae /ai/ay sound but is unable to apply them to the correct response.		2	
	B	ay		Confuses the sound and the spelling.		3	
	C	ai	1	Correct response.	E	4	3
	D	a		Learner invokes prior knowledge to the a-alphabet sound but chooses the incorrect response.		1	
1.16	A	d		Poor decoding skills – not related to the sound.		1	
	B	t		Confuses t with th.		2	
	C	tch		Make errors by adding a digraph to the correct response.		3	
	D	th	1	Correct response.	M	4	3
1.17	A	ai- e		Poor decoding and phonic skills.		1	

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of understanding	Grade
	B	a-e	1	Correct response.	M	4	3
	C	ay-e		Poor decoding and phonic skills.		1	
	D	eigh-e		Poor decoding and phonic skills.		1	
1.18	A	Emma and thandi are best friends.		Superficial connections that all sentences start with capital letters and end with full stops but arrived at a weak response by not noting that Thandi is not capitalised.		2	
	B	Emma and Thandi are best friends		Related to the correct response but full stop has been omitted.		3	
	C	Emma and thandi are best friends		Some prior knowledge of punctuation and only selected a response with a capital letter only.		1	
	D	Emma and Thandi are best friends.	1	Correct response.	E	4	3
1.19	A	Do you like bananas or apples?	1	Correct response.	E	4	1
	B	Do you like bananas? or apples.		Reflects initial understanding of punctuation but unable to relate it to the whole question.		2	
	C	Do you like bananas or apples		Related to the correct response but question mark has been omitted.		3	
	D	Do you like bananas or apples.		No understanding of application of punctuation knowledge when asking questions.		1	
1.20	A	Emma's mother will like cheese.		Some sense of tenses but incorrect tense chosen.		2	
	B	Emma's mother is liking cheese.		Misinterpreting present tense for present continuous tense.		3	
	C	Emma's mother likes cheese.	1	Correct response.	M	4	3
	D	Emma's mother liked cheese.		Apply limited knowledge of tenses but comes to a weak conclusion.		1	
1.21	A	the girls eats in the dining hall.		Related to the correct response but displays misunderstanding of the subject verb agreement.		3	
	B	the girls eat in the dining hall.	1	Correct response.	D	4	3
	C	the girls it in the dining hall.		Makes decoding errors and confuses the spelling of the words.		2	
	D	the girls its in the dining hall.		Makes decoding errors Confuses eats and its.		1	

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of understanding	Grade
Question 2: Instructions							
2.1	A	something to drink.		Associating something to drink with what is made but the correct response – tea, has been omitted.		3	
	B	ice tea.		Poor comprehension of the instructions - not text based.		1	
	C	milk.		Superficial association as milk is added to the tea but is not made.		2	
	D	tea.	1	Correct response.	M	4	3
2.2	A	Put a teabag in a mug.		Confuses next with before because the teabag was put in before.		3	
	B	Leave the tea to brew for a minute.	1	Correct response.	M	4	3
	C	Drink tea.		Poor comprehension and not text based.		1	
	D	Remove the teabag.		Confuses next with later, this was done later and not next.		2	
2.3	A	juice		Related to the correct response but not the correct answer.		3	
	B	biscuits		Make errors in retrieving the information but response is not related to the text.		1	
	C	coffee	1	Correct response.	D	4	3
	D	water		Making an inference and displays poor comprehension.		2	
2.4	A	hot chocolate, soda, milkshake and ice cream		Prior knowledge related to the topic but response not text based.		1	
	B	teaspoon, kettle, mug and a milk jug		Confuses ingredients with utensils, arrived at a secondary response.		2	
	C	teabag, milk, sugar and kettle		Related to the correct response but listed a utensil for an ingredient.		3	
	D	teabag, milk, sugar and water	1	Correct response.	D	4	3
2.5	A	She will leave the tea to brew.		Retrieving detail of tenses but retrieving the wrong tense. Displays no concept of past tense.		1	
	B	She leaved the tea to brew.		Makes errors that reflect interpretation of past tense but conclusion is weak by only adding the –d to make it past tense.		3	
	C	She left the tea to brew.	1	Correct response.	M	4	3

No.		Expected answer	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of understanding	Grade
	D	She leaved the tea to brewed.		Makes errors reflecting initial understanding of past tense that all verbs should end with –ed.		2	
2.6	A	She used a teabag, milk, sugar and water to make the tea.	1	Correct response.	D	4	3
	B	She used, a, teabag, milk, sugar and water to make the tea.		Makes errors that reflect initial understanding of using commas, but is unable to apply them correctly.		2	
	C	She, used, a, teabag, milk, sugar, and, water, to, make, the, tea.		Makes errors that reflect understanding of using commas, but applies them everywhere.		3	
	D	She used a teabag milk sugar and water to make the tea!		Makes errors of retrieving facts that are not necessarily related to the correct punctuation.		1	
2.7	A	th	1	Correct response.	E	4	3
	B	t		Only recognizes the initial sound of the consonant digraph.		3	
	C	k		Unrelated to the correct response.		1	
	D	tch		Confuses the spelling of th with tch.		2	
2.8	A	beautiful		Poor association to the sound of the word of a word and not the rhyming of the word.		3	
	B	book		Not text based and unrelated to the question.		1	
	C	cold		Confuses details of the text.		2	
	D	new	1	Correct response.	E	4	3
2.9	A	oo		Makes errors that reflect on decoding details that is unrelated to the text.		1	
	B	a	1	Correct response.	M	4	3
	C	ai		Secondary inference – associates a with ai.		3	
	D	o		Superficial connections to arrive at a response.		2	

Question 3: Creative Writing
Term 1 Ruberic for Marks

CRITERIA	DESCRIPTION	MARKS
Paragraph (Maximum 1 mark)	Copy instructions / one word phrase or part of a sentence / less than 4 sentences / sentences are numbered	0
	One paragraph with 5 or more sentences	1
Content (Maximum 3 marks)	Copy instructions / one word / phrase or part of a sentence	0
	1 - 3 simple sentences related to the topic	1
	4 - 6 meaningful sentences related to the topic	2
	7 - 8 meaningful sentences related to the topic	3
Punctuation (Maximum 2 marks)	More than 7 punctuation errors	0
	4-6 punctuation errors	1
	1 - 3 punctuation errors	2
Grammar (Maximum 2 marks)	More than 7 grammatical errors	0
	4-6 grammatical errors	1
	1 - 3 grammatical errors	2
Spelling (Maximum 2 marks)	More than 7 spelling errors	0
	4-6 spelling errors	1
	1 - 3 spelling errors	2
		10

Marking Rubric

Criteria	Skilful Level 4	Moderate Level 3	Elementary Level 2	Inadequate Level 1
Paragraph	1 paragraph			Copied instructions/one word/phrase or part of sentence
Content	8 or more meaningful sentences related to the topic	4-7 meaningful sentences related to the topic	1-3 sentences related to the topic	Sentences unrelated to the topic
Punctuation	0-3 punctuation errors	4-5 punctuation errors	6 and more punctuation errors	Copied instructions/one word/phrase or part of sentence
Grammar	0-3 grammatical errors	4-5 grammatical errors	6 and more grammatical errors	Copied instructions/one word/phrase or part of sentence
Spelling	0-3 spelling errors	4-5 spelling errors	6 and more spelling errors	Copied instructions/one word/phrase or part of sentence

Criteria	Marks	Score
Paragraph	1	
Content	3	
Punctuation	2	
Grammar	2	
Spelling	2	
Total	10	

DIAGNOSTIC ASSESSMENT TOOL GRADE 3 PHASE BASED AND TERM ONE ASSESSMENTS
ENGLISH HOME LANGUAGE

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