



ANNUAL NATIONAL ASSESSMENT 2013 ASSESSMENT GUIDELINES

ENGLISH HOME LANGUAGE GRADE 1

INTRODUCTION

The 2013 cycle of Annual National Assessment (ANA 2013) will be administered in all public and designated¹ independent schools from 10 to 13 September 2013. During this period all learners in Grades 1-3 will write nationally set tests in Language and Mathematics. The results will be used to report progress related to achieving the goals set in the *Action Plan 2014, Towards Schooling 2025*.

The ANA tests will be written during the third school term and, therefore, the Department of Basic Education (DBE) has developed Assessment Guideline documents for each grade and subject (Language and Mathematics) outlining the minimum curriculum content that must be covered by all learners prior to the writing of the test. The Assessment Guidelines define the scope of work that will be covered in the test for each grade and subject.

FOUNDATION PHASE

In Grades 1-3, the tests will cover work that is prescribed for the first three-quarters of the school year. The Assessment Guidelines are arranged in three columns: Skills; Content Assessed; and Specific Skills to be assessed.

It is important to note that the ANA 2013 Assessment Guidelines do not imply that the delimited scope is all that must be taught and learnt during the school year. Instead, the Assessment Guidelines provide the basic minimum curriculum requirements that must have been covered by the end of the third school quarter.

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

¹ "Designated" independent schools are those that will apply and register either their Grade 3 or Grade 6 learners to participate in ANA for purposes of securing State subsidy.

SKILLS	CONTENT ASSESSED To test whether the learner is able to ...	SPECIFIC SKILLS
READING AND PHONICS	recognise letter-sounds of single letters (phonemic awareness).	Identifying letter sounds at the beginning or end of words
	write simple labels for a picture	Choosing the correct answer matching picture and words
	build words using sounds learnt.	Writing a three-letter word
	recognise common consonant diagraphs, (e.g. sh, ch) at the beginning of words	Matching the picture to the sound
	identify the main idea and the main characters in a story	Choosing the most correct answer
	identify the sequence of events in a story	Numbering sentences of the story in the correct sequence
	recognise cause and effect in a story	Choosing the most appropriate answer to show cause and effect
	demonstrate knowledge of concept, e.g. size or shape	Choosing the correct picture to show understanding of concepts
	use nouns correctly in writing	Filling in the missing word to complete the sentence
WRITING	use capital letters and full stops	Rewriting a sentence using correct punctuation
	write words to form a sentence using sounds learnt and common sight words (a scrambled sentence)	Writing a caption for a drawing or a picture
	write letters to form short words and simple sentences	Writing two sentences about a picture