



ANNUAL NATIONAL ASSESSMENT 2013 ASSESSMENT GUIDELINES

ENGLISH HOME LANGUAGE GRADE 2

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	SPECIFIC SKILLS
READING AND PHONICS	To test whether the learner is able to ...	
	recognize vowel digraphs, e.g. oo, oa, ea, ai	Choose the correct answer (picture)
	use initial and final consonant blends to build up words	Write a word for the picture
	recognise double consonants at end of words (ll, ss, ff or zz)	Choose the correct answer (sentence)
	identify key details in what was read about the main idea	Give the best name for the story
	identify key details in what was read about one of the main characters	Choose the correct answer from given text
	identify key details in what was read about the setting	Complete the sentence
	identify the sequence of events in a story	Number sentences of the story in the correct sequence
	read text and discuss cause-effect relations	Choose the correct answer to show understanding of cause-effect relations
	answer higher order questions based on text read	Choose the correct answer to show understanding of the conclusion of a story
	express whether the story is liked or disliked and justify	Express whether the story is liked or disliked and justify "I enjoyed the story because..."
identify some synonyms	Choose the correct answer (synonym)	

SKILLS	CONTENT ASSESSED To test whether the learner is able to ...	SPECIFIC SKILLS
	identify some antonyms (opposites)	Choose the correct answer (opposite)
	recognise consonant digraphs, e.g. sh, ch, th, wh (initial and final)	Choose the correct sounds from the given options
	interpret information in a table	Use information in a table (e.g. calendar or graph) to answer a question
WRITING	use verbs correctly, e.g. is, are, were, was	Choose the missing words (verbs)
	use simple past tense correctly	Rewrite a given sentence in the past tense starting with Yesterday...
	use simple future tense correctly	Rewrite a given sentence in the future tense starting with Tomorrow...
	use punctuation correctly (capital letters, a full stop and a question mark)	Rewrite two sentences using correct punctuation
	use pronouns correctly	Write the correct answer to show understanding of pronouns (his or her)
	write simple sentences about a given picture	Write a one-paragraph story of five to eight sentences