



**ANNUAL NATIONAL ASSESSMENT 2013
ASSESSMENT GUIDELINES
ENGLISH HOME LANGUAGE
GRADE 3**

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	discuss the:	
	main idea of the story	Giving the best title for the story
	main characters in the story	Choosing the correct answer to show understanding of the main characters of the story
	setting of the story	Choosing the correct answer to show understanding of the setting of the story
	sequence of events	Numbering sentences of the story in the correct sequence
	cause-effect relations	Recognising the cause-effect relations in a story
	answer higher order questions based on the text read, e.g. by giving an opinion	Responding to a direct question to give an opinion
	use visual cues to identify the purpose of advertisements and the intended audience	Choosing the correct answer to show understanding of an advertisement
	identify and use phonic knowledge and spelling rules to write unfamiliar words	Rewriting sentences using the correct spelling of words, such as silent letters, words that sound the same but are spelt differently and plurals
	interpret information from graphical texts such as a chart, e.g. describe similarities and differences, as well as analyse, compare and contrast information	Answering a direct question using information from a chart
WRITING	use more complex tenses such as present and past progressive or past and present continuous tense	Rewriting a sentence from the present tense into the past tense
		Rewriting a sentence from the past tense into the present tense
	identify and use pronouns, nouns and conjunctions correctly	Choosing the correct answer to show understanding of pronouns, nouns and conjunctions
	write words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas	Rewriting sentences using correct punctuation
	identify and use verbs correctly	Writing a verb to agree with the subject
write own story of at least two paragraphs of 10 or more sentences in total, with a given title, using appropriate grammar and punctuation	Writing two paragraphs using appropriate grammar and punctuation	

