



**ANNUAL NATIONAL ASSESSMENT 2013
ASSESSMENT GUIDELINES
ENGLISH HOME LANGUAGE
GRADE 4**

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 4-6 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.

INTERMEDIATE PHASE

In Grades 4-6, 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 minimum curriculum requirements that must be 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	SPECIFIC SKILLS To test whether the learner is able to ...
READING AND VIEWING	<ul style="list-style-type: none"> • Short story • Summary • Information Text, e.g. (advertisement, book or movie review, contents page, newspaper article, table, chart) <p>Instructional Text, e.g. (how to ...)</p>	<ul style="list-style-type: none"> • make close and critical reading of the text (reading comprehension) • read and use viewing strategies: <ul style="list-style-type: none"> - skimming for main ideas - scanning for supporting details - inferring meaning of unfamiliar words and images by using word attack skills and contextual clues - making notes (main and supporting ideas) • identify key features of texts: <ul style="list-style-type: none"> - plot - characterisation - theme and messages - background and setting in relation to character and theme - text structure and format - key features of the text - main idea and supporting ideas/specific details
LANGUAGE STRUCTURES AND CONVENTIONS	<p>Punctuation</p> <p>Spelling</p> <p>Nouns</p> <p>Adjectives</p>	<ul style="list-style-type: none"> • use the full stop, exclamation mark, question mark, comma, colon, semi-colon • spell correctly using spelling patterns, spelling rules and conventions • identify noun prefixes (including gerund/infinitive class prefix (African languages); countable (e.g. <i>chair/chairs</i>) and uncountable (e.g. <i>furniture</i>) nouns; number (singular and plural), e.g. <i>chair/chairs</i>; common nouns (e.g. <i>woman</i>); proper nouns (e.g. <i>Thandi</i>) • identify predicate and object • identify the position of adjectives, e.g. <i>The old man</i> (before a noun); <i>The boy was mischievous</i> (after a verb)

SKILLS	CONTENT	SPECIFIC SKILLS To test whether the learner is able to ...
	<p data-bbox="465 451 595 480">Adverbs</p> <p data-bbox="465 635 663 663">Prepositions</p> <p data-bbox="465 1007 555 1035">Verbs</p>	<ul data-bbox="958 212 2119 1305" style="list-style-type: none"> • identify adjectives ending in <i>-ing</i>, e.g. <i>amazing, boring, exciting</i> (e.g. <i>The lesson was boring.</i>), adjectives ending in <i>-ed</i>, e.g. <i>amazed, bored, excited</i> (e.g. <i>The student was bored.</i>) • make a comparison of adjectives, e.g. <i>happy, happier, happiest; intelligent, more intelligent, most intelligent</i> (e.g. <i>It was the happiest day of my life./She is the most intelligent student in the class.</i>) • identify adverbs of manner, e.g. <i>quietly, carefully, politely, softly, quickly</i> • identify adverbs of time, e.g. <i>yesterday, tomorrow, last year, last week, the other day, next month, previous, day, following day</i> • identify adverbs of frequency, e.g. <i>always, usually, often, sometimes, never</i> • identify simple preposition (one word preposition), e.g. <i>to, in, on, at, with</i>, etc • identify preposition of time, e.g. <i>She came on Monday.</i> • identify preposition of place, e.g. <i>I live on 780 Giyani Street; The dog is in the garden.</i> • use adjective + preposition, e.g. <i>afraid of, ashamed of, bored with, impatient with, rude to</i> • use noun + preposition, e.g. <i>invitation to, approach to, reason for, respect for, comment on</i> Verb tenses • identify simple present tense, e.g. <i>I play tennis every week./Snakes are reptiles.</i> • identify present progressive (or continuous) tense, e.g. <i>She is watching television at the moment</i> • use simple past tense, e.g. <i>He woke up early and got out of bed.</i> • use past progressive (or continuous) tense, e.g. <i>The children were sleeping when the fire broke out.</i>

SKILLS	CONTENT	SPECIFIC SKILLS To test whether the learner is able to ...
	<p>Conjunctions</p> <p>Vocabulary</p>	<ul style="list-style-type: none"> • express future time: will/shall + infinitive, e.g. <i>Mrs Molefe will teach the Grade 10 class./I am sure you will enjoy the movie./ I shall come to see you tomorrow.</i> • use future progressive (or continuous), e.g. <i>I will be working the whole of next week.</i> • identify the subject concord, e.g. <i>He has just arrived./They have just arrived; I was going./They were going.</i> • identify and use conjunctions, e.g. before, after, when, later, until, because, but • identify synonyms, antonyms, homonyms, homophones, alliterations, one word for a phrase • identify figures of speech (simile) and idiomatic expressions/idioms/proverbs
<p>WRITING AND PRESENTING</p>	<p>Paragraph writing</p> <p>Creative writing</p> <ul style="list-style-type: none"> • Descriptive, e.g. descriptions of people, places, animals, plants, objects, etc. • Narrative, e.g. stories, personal recounts • Transactional writing, e.g. notes, messages, letters, greeting cards, invitations • Posters, notices, brochures, advertisements 	<ul style="list-style-type: none"> • organise ideas • make relevant word choices • structure sentences • identify main and supporting ideas • identify specific features of the required text • refine word choice, sentence and paragraph structures • edit: correct mistakes in grammar, spelling and punctuation