



**ANNUAL NATIONAL ASSESSMENT 2013
ASSESSMENT GUIDELINES
ENGLISH FIRST ADDITIONAL LANGUAGE
GRADE 5**

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. For these grades 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	Story	<ul style="list-style-type: none"> • write the title of the story • choose the best title for the story from alternatives • answer questions about the story • choose the appropriate answer from the alternatives given • identify the correct setting of the story • use contextual clues to find meaning in a story • identify the correct answer • read a story and answers questions from the story • express own opinion about the story • understand cause and effect in the story • express own opinion on what the moral of the story is • respond to a direct question to show understanding of cause and effect • express simple opinion on the story and justifying the answer
	Poetry	<ul style="list-style-type: none"> • identify the meaning of a word from the poem • answer a question about a poem • identify the word from the poem which has the same meaning as the word given • respond to a direct question to show understating of the poem • identify rhyming words in a poem

SKILLS	CONTENT	SPECIFIC SKILLS To test whether the learner is able to ...
LANGUAGE STRUCTURES AND CONVENTIONS	<p>Working with words and sentences</p> <p>Spelling</p> <p>Vocabulary in context</p>	<ul style="list-style-type: none"> • use prepositions that show direction and position • build on understanding and the use of simple present tense • build on understanding and the use of simple past tense • use some adjectives as comparatives • use some adjectives as superlatives • punctuate correctly • understand and use the negative form <ul style="list-style-type: none"> • spell familiar words correctly • join prefix to a base word <ul style="list-style-type: none"> • find a word that is similar in meaning as another one
WRITING AND PRESENTING	Writing a personal account of events	<ul style="list-style-type: none"> • write a personal account of events from own experience (2-3 paragraphs)