

basic education

Department: Basic Education REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT 2013 ASSESSMENT GUIDELINES ENGLISH HOME 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 TO BE ASSESSED	CONTENT	SPECIFIC SKILLS To test whether the learner is able to
READING & VIEWING	Story Poetry	 do pre-reading in order to predict from title and pictures use reading strategies, e.g. to make predictions, use phonic and contextual clues discuss new vocabulary from the text discuss the central idea, plot, characters and setting express feelings and opinions discuss cause and effect in the story use a dictionary for vocabulary development use a range of reading strategies, e.g. skimming, scanning, contextual clues and previous knowledge explain how writers use vocabulary and language to describe the setting read aloud individually with clear expression comment on plot, theme, characters and setting discuss new vocabulary from the read text use a dictionary pre-read in order to predict from title identify rhyme, alliteration and onomatopoeia and their effects discuss new vocabulary from the read text use a dictionary use a clictionary use a reading strategie, e.g. make predictions, use phonic and contextual clues; predict ending identify rhyme and rhythm and comment on their effect on the listener express feelings and opinions elate to own life
	Informational text	 use a dictionary for vocabulary development pre-read in order to predict from headings and pictures discuss central idea and specific details comment on choice of pictures in text use reading strategies, e.g. make predictions and use textual and contextual clues share ideas and offer opinion using speculation and hypothesis express and justify own opinion with reasons

SKILLS TO BE ASSESSED	CONTENT	SPECIFIC SKILLS To test whether the learner is able to
ASSESSED		 ask critical questions which do not have obvious answers respond thoughtfully to critical questions use a mind-map/notes to summarise information use a dictionary for vocabulary development (to be repeated with every activity)
LANGUAGE STRUCTURES AND CONVENTIONS	Word level work	 identify and use : common and proper nouns, noun prefixes, suffixes synonyms finite verbs, infinite verbs proverbs, idioms, metaphor prefixes, adjectives, adverbs, pronouns, conjunctions adjectives personification, alliteration, similes, onomatopoeia, metaphors, rhymes, rhythm antonyms personification, proverbs, idioms, similes prepositions, determiners, articles, noun, pronouns conjunctions, connections collective nouns, abstract nouns, interjections alliteration (assonance, consonance), personification, rhythm, rhyme, metaphor, simile relative pronouns, reflexive pronouns, adjectives, adverbs, conjunctions, connections, interjections infinite verbs, gerund, singular and plural, diminutive prefixes (African languages), adjectives adverbs of manner, time, place, degree; prepositions, moods
	Spelling and punctuation	 use full stop, comma, quotation marks, question marks use a dictionary, maintain correct word order identify and use capital letters, word division, adjectives, full stop, exclamation marks, abbreviations – acronyms, initialisation, truncation use ellipsis, exclamation marks, quotation marks, question marks maintain correct word division, use a dictionary, exclamation mark

SKILLS TO BE	CONTENT	SPECIFIC SKILLS
ASSESSED		To test whether the learner is able to
	Sentence level work	use the following:
		 identify and use simple present tense, complex tense
		 identify and use subject -verb agreement, tenses
		 identify and use simple past tense, simple future tense
		 identify and use subject, object, subject-verb agreement, concords,
		 identify and use statements, simple sentences
		 identify and use simple present tense, simple past tense, concords
		 identify and use simple sentences, complex sentences
		 identify and use past continuous tense, future continuous tense, active and passive voice, reported speech, question form
		 identify and use present continuous tense
		 identify and use the object; questions, direct and indirect speech similes, proverbs, idioms
WRITING AND PRESENTING	Report writing	 formulate relevant content based on investigation convert information from one form to another use what, when, where, who
		order information logically
		 link sentences into a coherent paragraph using pronouns and connecting words
		use appropriate grammar, spelling and punctuation
		• present work neatly using proper form, such as headings, spacing for
		paragraphs, etc.
	Descriptive text	choose relevant content
		stay on topic
		 use descriptive/narrative vocabulary especially a range of adjectives
		 use figurative language, e.g. similes, metaphors