



## 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 designated<sup>1</sup> 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.

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<sup>1</sup> "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.

<b>SKILLS TO BE ASSESSED</b>	<b>CONTENT</b>	<b>SPECIFIC SKILLS</b> To test whether the learner is able to ...
<b>READING &amp; VIEWING</b>	<p><b>Story</b></p> <p><b>Poetry</b></p> <p><b>Informational text</b></p>	<ul style="list-style-type: none"> <li>• do pre-reading in order to predict from title and pictures</li> <li>• use reading strategies, e.g. to make predictions, use phonic and contextual clues</li> <li>• discuss new vocabulary from the text</li> <li>• discuss the central idea, plot, characters and setting</li> <li>• express feelings and opinions</li> <li>• discuss cause and effect in the story</li> <li>• use a dictionary for vocabulary development</li> <li>• use a range of reading strategies, e.g. skimming, scanning, contextual clues and previous knowledge</li> <li>• explain how writers use vocabulary and language to describe the setting</li> <li>• read aloud individually with clear expression</li> <li>• comment on plot, theme, characters and setting</li> <li>• discuss new vocabulary from the read text</li> <li>• use a dictionary</li> </ul> <ul style="list-style-type: none"> <li>• pre-read in order to predict from title</li> <li>• identify rhyme, alliteration and onomatopoeia and their effects</li> <li>• identify and explain similes and metaphors</li> <li>• discuss new vocabulary from the read text</li> <li>• use a dictionary</li> <li>• use reading strategie, e.g. make predictions, use phonic and contextual clues; predict ending</li> <li>• identify rhyme and rhythm and comment on their effect on the listener</li> <li>• express feelings and opinions</li> <li>• elate to own life</li> <li>• use a dictionary for vocabulary development</li> </ul> <ul style="list-style-type: none"> <li>• pre-read in order to predict from headings and pictures</li> <li>• discuss central idea and specific details</li> <li>• comment on choice of pictures in text</li> <li>• use reading strategies, e.g. make predictions and use textual and contextual clues</li> <li>• share ideas and offer opinion using speculation and hypothesis</li> <li>• express and justify own opinion with reasons</li> </ul>



