**ANNUAL NATIONAL ASSESSMENT 2013**
**ASSESSMENT GUIDELINES**
**ENGLISH HOME LANGUAGE**
**GRADE 6**

**INTRODUCTION**

The 2013 cycle of Annual National Assessment (ANA 2013) will be administered in all public and designated[1] 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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[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<br>To test whether the learner is able to … |
|---|---|---|
| **READING** & **VIEWING** | **Story** | • predict based on title and, or, graphics.<br>• understand elements of a text  story, fable, myth, etc., such as character, plot, setting |
| | **Poetry** | • explain, interpret and give an overall response to text<br>• recall events in the correct sequence.<br>• summarise the text<br>• use reading strategies of  skimming and scanning to summarise<br>• invent and describe preferred results or endings<br>• reflect cultural customs, values beliefs/struggle between good and evil |
| | **Persuasive or instructional text** | • use different reading strategies to understand what is being read<br>• give own perspective based on evidence within the text<br> • understand persuasive and instructional texts |
| **LANGUAGE STRUCTURES AND CONVENTIONS** | **Antonyms** | • understand words within context |
| | **Synonyms** | • understand words within context<br>• find a word that is similar in meaning as another one |
| | **Adjectives** | • list at least three persuasive adjectives in the text |
| | **Reported speech** | • change a given direct speech into reported speech |
| | **Prefixes and suffixes** | • identify prefixes and suffixes |
| | **Figures of speech and proverbs, idioms** | • identify and use proverbs, idioms, metaphor |
| | **Text  transactional spelling and punctuation** | • rewrite sentences to correct spelling and punctuation errors |

| | Nouns | • use nouns correctly |
|---|---|---|
| | Finite verb | • understand and use the different types of verbs |
| | Preposition | • fill in the correct auxiliary |
| | | • fill in the correct preposition |
| | Infinitive | • identify and use the infinitive |
| | Conjunctions | • identify and use conjunctions |
| | Pronouns | • use pronouns correctly |
| | Gerunds | • understand gerunds |
| | Subject verb agreement | • apply subject verb agreement |
| | Complex sentences | • understand simple/complex sentences |
| | Tenses: simple, continuous, perfect | • identify and understand tenses |
| | Statement, question and command | • Understand statements, questions and commands |
| WRITING AND PRESENTING | Transactional texts such as story, dialogue, diary, report, book review, etc. | • write a transactional text |