basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT 2015
ASSESSMENT GUIDELINES
MATHEMATICS: ENGLISH
GRADE 3

INTRODUCTION

The 2015 cycle of Annual National Assessment (ANA 2015) will be administered in all public and designated[1] independent schools from September 2015. During this period all learners in Grades 1-3 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 provided for each grade and subject (Language and Mathematics) that outline the minimum curriculum content that must be covered by all learners prior to the writing of the test. The Assessment Guidelines set the limits of the scope of work that will be covered in the test for each grade and subject. The ANA 2015 Assessment Guidelines have been designed in line with the versions of the curriculum that are being implemented in the phase.

FOUNDATION PHASE

In Grades 1-3, 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 and rows. The content to be assessed is specified in the first column, the topics in the second column and the specific skills to be assessed are indicated in the third column. It is important to note that the ANA 2015 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 basic minimum curriculum 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 programs.

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[1] "Designated" independent schools are those that will apply and register either Grade 3 or Grade 6 learners to participate in ANA for purposes of securing State subsidy.

CONTENT AREA	TOPICS	SKILLS/COMPETENCIES ASSESSED To assess if the learners can:
Numbers, Operation and Relationships	Counting: Forwards and Backwards	In 20s, 25s, 50s & 100s from any number between 0-700
	Number symbols and Number names	Write number: symbols (0-1000) Number names (0-500)
	Describe, Compare and Order numbers	Describe and Compare whole numbers up to 700 using smaller than, greater than, more than, less than and is equal to Describe and Order whole numbers up to 700 from greatest to smallest and smallest to greatest
	Place Value	Decompose three digit numbers up to 700 into multiples of hundreds, tens and units/ones Identify the value of each digit
	Problem Solving Techniques	building up / break down doubling / halving number lines rounding off in tens
	Addition and subtraction	Solve word problems and explain own solution in context involving addition and subtraction with answers up to 800
	Repeated Addition leading to Multiplication	Solve number problems in context and explain own solution to problems involving multiplication with answers up to 75
	Grouping and Sharing leading to division	Solve number problems involving equal sharing and grouping of whole numbers up to 75 which includes answers with remainders
	Sharing leading to fractions	Solve problems in context and explain own solutions to problems that involve equal sharing leading to solutions that include unitary and non-unitary fractions
	Money	Solve money problems involving totals and change in rands or cents Convert between rand and cents
	Addition and subtraction	Add up to 800 Subtract from 800 Use appropriate symbols (+, −,=, $\square$)

CONTENT AREA	TOPICS	SKILLS/COMPETENCIES ASSESSED **To assess if the learners can:**
	Repeated addition leading to multiplication	Multiply by 2 ,3 ,4 ,5 ,10 to a total of 100 Use appropriate symbols (+,× , = , ☐)
	Division	Divide numbers to 99 by 2, 3, 4, 5 and 10 Use appropriate symbols (÷, = , ☐)
Patterns, Functions and Algebra	Geometric Patterns	Copy and extend simple patterns made by drawings of lines, shapes or objects
	Number Patterns	Copy & extend simple number sequences to at least 750 Sequences showing counting forwards and backward in: • intervals specified in grade 2 with increased number ranges • 20s, 25s, 50s, 100s to at least 1 000
Space and shape	Position, orientation and views	Read, interpret and draw informal maps or top views of a collection of objects Follow directions from one place to another on an informal map/grids
	3-D Objects	Recognise and name 3-D objects in classroom and in pictures ball shapes, box shapes, cylinders, pyramids and cones Distinguish surfaces according to whether they curved or flat
	2-D Shapes	Name and group shapes Sort and compare 2-D shapes in terms of shapes, straight sides and round sides draw circles, squares, rectangles and triangles
	Symmetry	Determine the line of symmetry through reflection recognize and draw line of symmetry in 2-D geometrical and non-geometrical shapes
Measurement	Time	Tell 12-hour time in hours, half hours, quarter hours and minutes on an analogue and digital clock Calculate length of time and passing of time Read dates on calendar Use calendars to calculate and describe length of time in days, weeks or months Convert between days and weeks/weeks and months
	Length	Measure, compare, order and record lengths using metres and centimetres
	Mass	Compare, order and record the mass of commercially packaged items with their mass stated in kg or g. Use language to record the comparison e.g. light, heavy, lighter
	Capacity	Measure, compare and order the capacity of containers by using non-standard

CONTENT AREA	TOPICS	SKILLS/COMPETENCIES ASSESSED **To assess if the learners can:**
		measures
Data Handling	Analyse and Interpret	Re-organise data provided in a list or tally or table in a bar graph. Represent data on a bar graph. Answer questions about data on bar graph