



## ANNUAL NATIONAL ASSESSMENT - 2014

### ASSESSMENT GUIDELINES ENGLISH FIRST ADDITIONAL LANGUAGE

#### GRADE 5

#### INTRODUCTION

The 2014 cycle of Annual National Assessment (ANA 2014) will be administered in all public and designated<sup>1</sup> independent schools in September 2014. 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 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 2014 Assessment Guidelines have been designed in line with the versions of the curriculum that are being implemented in the phase.

#### 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 and rows. The skills to be assessed are specified in the first column, the content 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 2014 Assessment Guidelines do not imply that the delimited scope is all that must be taught and learnt during the school year. Instead, Assessment the Guidelines provide the basic minimum curriculum that must have been 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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<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.

SKILLS	Testing whether the learner is able to...	CONTENT AREA ASSESSED
<b>READING AND VIEWING</b>	write the <b>title</b> for the information text with visuals.	<ul style="list-style-type: none"> <li>Identifying the appropriate title for the information text from the alternatives provided.</li> </ul>
	<b>read the information text with visuals and answer</b> questions about it.	<ul style="list-style-type: none"> <li>Answering a direct question from the information text by choosing the appropriate alternative.</li> </ul>
	read the information text with visuals and answer questions from it.	<ul style="list-style-type: none"> <li>Choosing the correct answer from the alternatives given.</li> </ul>
	read the information text with visuals and answer questions from it.	<ul style="list-style-type: none"> <li>Choosing the correct answer from the alternatives given.</li> </ul>
	use contextual clues to find meaning in an information text with visuals.	<ul style="list-style-type: none"> <li>Choosing the correct meaning from the given alternatives.</li> </ul>
	understand the cause and effect in an information text with visuals.	<ul style="list-style-type: none"> <li>Answering a direct question on cause and effect.</li> </ul>
	express own opinion about an information text with visuals.	<ul style="list-style-type: none"> <li>Answering a question using a True/ False response and then justifying the answer.</li> </ul>
	express own opinion on what the main idea of the information text with visuals.	<ul style="list-style-type: none"> <li>Choosing the correct main idea from the given alternatives.</li> </ul>
	identify the meaning of a word from the poem.	Finding the word from the poem which has the same meaning as the word given.
answer a question about a poem.	Responding to a direct question to show	

SKILLS	Testing whether the learner is able to...	CONTENT AREA ASSESSED
		understating of the poem.
	identify rhyming words in a poem.	Identifying a pair of rhyming words in a poem.
	identify words beginning with the same sound in a poem.	Identifying words beginning with the same sound from the poem.
	write what the poem is all about.	Writing what the poem is about (main idea).
	read a short paragraph for summary purpose.	Reading the text with the aim of summarising it.
<b>LANGUAGE STRUCTURES AND CONVENTIONS</b>	work with words and sentences.	Using prepositions that show direction and position.
	spell correctly.	Spelling familiar words correctly.
	work with words and sentences.	Punctuating correctly.
	work with words and sentences.	Joining sentences: using a connecting word (a conjunction) to show reason (because).
	use vocabulary in context.	Joining prefix to a base word (antonyms).
	use vocabulary in context.	Finding a word that is similar in meaning as another one (synonyms).
	work with words and sentences.	Writing the opposite gender of the nouns given.
	work with words and sentences.	Writing the plural form of the noun given.
	work with words and sentences.	Using some adjectives as comparatives.

SKILLS	Testing whether the learner is able to...	CONTENT AREA ASSESSED
	work with words and sentences.	Using some adjectives as superlatives.
	work with words and sentences.	Building on understanding and the use of simple present tense.
	work with words and sentences.	Building on understanding and the use of simple past tense.
	work with words and sentences.	Understanding and using the negative form.
	work with words and sentences.	Writing the question form using <b>'Who'</b> .
<b>WRITING AND PRESENTING</b>	<p>Write a dialogue with a frame.</p> <ul style="list-style-type: none"> <li>Write ten responses from the leading statements/ questions to complete a dialogue. (100 words)</li> </ul>	Writing a dialogue