



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF BASIC EDUCATION - 2014
ASSESSMENT GUIDELINES ENGLISH HOME LANGUAGE
GRADE 5

INTRODUCTION

The 2014 cycle of Annual National Assessment (ANA 2014) will be administered in all public and designated¹ 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.

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	Strategies and sub-skills
READING & VIEWING	Reads a newspaper article	Pre-reading: predicting from headlines, surveying the text <ul style="list-style-type: none"> • Uses a range of reading strategies, e.g. skimming, scanning, using previous knowledge • Makes predictions, uses contextual clues to determine meaning, and makes inferences • Identifies and explains the similarities and differences of something • Discusses new vocabulary from the read text
	Poetry	Pre-reading: predicting from title <ul style="list-style-type: none"> • Identifies rhyme, alliteration and onomatopoeia and their effects • Identifies and explains similes and metaphors • Discusses new vocabulary from the read text • Uses a dictionary
	Reads a report with visuals (e.g. tables/charts/graphs/diagrams/maps)	<ul style="list-style-type: none"> • Pre-reading: predicting from title, headings and pictures • Discusses central idea and specific details • Uses reading strategies, e.g. makes predictions and uses textual and contextual clues • Interprets graphic information • Shares ideas and offers opinion using speculation and hypothesis • Uses a mind-map/notes to summarise information • Discusses new vocabulary from the read text. Pre-reading: predicts from title and pictures <ul style="list-style-type: none"> • Uses reading strategies: makes predictions, uses phonic and contextual clues; predicts ending • Identifies rhyme and rhythm and comments on their effect on the listener

		<ul style="list-style-type: none"> • Expresses feelings and opinions • Relates to own life
<p>LANGUAGE STRUCTURE AND CONVENTIONS</p>		<p>CONNECTING WORDS Uses connecting words to show addition e.g. and; sequence e.g. then, next Uses connecting words to show contrast e.g. but Uses connecting words to show reason e.g. because</p> <p>SENTENCE STRUCTURE Constructs simple sentences Uses question forms e.g. who, what, when, which, why, how Uses direct speech. Begins to recognise and use reported speech.</p> <p>PUNCTUATION Capital letters, full stops, commas, questions marks. Uses capital letters for proper nouns, for titles and initials of people Uses commas for separating nouns in a list Uses quotation marks for direct speech</p> <p>VOCABULARY DEVELOPMENT Begins to understand and uses: - Synonyms (words that are similar in meaning e.g. fast/quickly) - Antonyms (words that are opposite in meaning e.g. loud/soft) - Homonyms (words that are pronounced or spelled alike but have different meanings e.g. flower/flour) • Shortening words e.g. television/TV • Abbreviations – initialism, e.g. HIV; acronyms, e.g. AIDS; truncation, e.g. Dec, Tues; clipped, e.g. fridge – refrigerator, phone – telephone</p>

		<p>SPELLING AND SPELLING RULES Rereads own writing and makes spelling corrections.</p> <p>SPELLING RULES Draws on spelling rules:</p> <ul style="list-style-type: none"> • Add s to form most plurals • Add –es to form plurals of words ending in -s, -sh, -ch, e.g. bunch, bunches; brush, brushes
WRITING	<p>Word writing, e.g. lists</p> <ul style="list-style-type: none"> • Sentence writing • Paragraph writing 	<p>Writes instructions e.g. how to make a sandwich</p> <ul style="list-style-type: none"> • Selects relevant information • Uses correct specific details • Uses correct sequence • Uses correct format • Uses the command form of the verb and imperatives • Uses appropriate grammar, spelling and punctuation <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting