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**GRADE 6 HOME LANGUAGE ASSESSMENT GUIDELINES 2012**

**ANNUAL NATIONAL ASSESSMENT**

**ENGLISH**

**Introduction**

The 2012 cycle of Annual National Assessment (ANA 2012) will be administered in all public and designated[[1]](#footnote-2) independent schools from 18 to 21 September 2012. In this period all learners in Grades 1-6 and Grade 9 will write nationally set tests in Language and Mathematics and the results will be used to report progress related to achieving the goals set in the *Action Plan 2014 Towards Schooling 2025*.

Because learners will write ANA tests at the end of the third school term, the Department of Basic Education (DBE) has provided a guideline document for each grade and subject (Language and Mathematics) on the minimum curriculum coverage that is expected for learners to be able to answer test questions with at least reasonable success. The Guideline sets the limits of the scope of work that will be covered in the test for each grade and subject. The ANA 2012 Guidelines have been designed in line with the versions of the curriculum that are being implemented at the various phases and grades.

**Foundation Phase and Grade 9**

For the Foundation Phase where the Curriculum and Assessment Policy Statement (CAPS) is already being implemented, the tests will sample work that is prescribed for the first three quarters of the school year. For these grades the guidelines are arranged in three columns and rows. In a given row, the content area to be assessed is specified in the first column, the specific skills/competencies assessed in the second column and the assessment techniques in the third column.

**Intermediate Phase and Senior Phase**

At the Intermediate Phase where the CAPS is not yet being implemented in 2012, and therefore assessment will be based on the National Curriculum Statement (NCS), the Guidelines specify the Learning Outcome (LOs) that is being assessed, the assessment standard that will be the focus of testing, the content, skills and knowledge that will be covered in the tests. The Guideline is arranged in columns and rows and should be read from left to right along the same row. In the same row the LO of interest is listed in the first column, the assessment standards in the second and the content that is being assessed is given in the third column.

It is important to note that the ANA 2012 Guidelines does not imply that the delimited scope is all that must be taught and learnt during the school year. Instead, 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 Guidelines together with the other resources for their teaching and assessment programmes so that learners become familiar with different styles of assessing. Most importantly, teachers are expected to develop their own assessment tools including some of the styles in the ANA exemplars to expand and enrich school-based assessments

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| LO | ASSESSMENT STANDARDTesting whether the learner is able to... | CONTENT AREA ASSESSED |
| 3 | read and respond critically to a variety of South African and international fiction and non-fiction(e.g. journals, poetry, novels, short plays, newspapers, textbooks, etc): uses comprehension strategies e.g. scanning, skimming, predictions, etc | Recognizing details in a poem, play, story, etc. |
| show understanding of the text, its relationship to own life, its purpose and how it functions : explain themes, plot, setting and characterization; | Identifying and explaining the theme, context, characters and plot. |
| explain interpretation and overall response to text, giving reasons based on the text or own experience. | Interpreting and relating text to own experience. |
| recognise and explain the different structures, language use, purposes and audiences of different kinds of texts : identify and analyse the characteristics of various writing genres or text types.(e.g. poetry, biography, newspaper article, etc) | Recognizing the main idea, purpose, audience and conventions of a text. |
| views and discuss visual and multimedia texts (e.g. photograph, television, advertisements, drama, etc): interpret messages and evaluate kind and suitability of language and register for intended audience. | Answering short, direct questions regarding context and feelings, facts, opinions, of visual literacy text |
| View and discuss a visual and multimedia texts (e.g. photograph, television, advertisements, drama, etc): identify choice of images and the effect on the viewer | Identifying and analysing context and effect of image, on the reader. |
| understand and use information texts appropriately: summarise main idea and supporting ideas. | Summarising main idea and supporting ideas. |
| understand and use information texts appropriately: select and record relevant information appropriately. | Extracting information from an information text by answering direct short questions. |
| 4 | Use a wide variety of words drawn from other learning areas, and areas of interest and experience to clearly and appropriately convey meaning. | Writing sentences to explain the meaning of words. |
| show understanding of style and register: e.g. transfer information from an information text to a story. | Writing a short story. |
| shift from one tense to another consistently and appropriately. | Rewriting sentences into simple and/or complex tenses. |
| write for personal, exploratory, playful imaginative and creative purposes (e.g. journals, poems, myths, dialogues, argumentative essays). | Writing a creative dialogue , myth, poem, essay, etc. |
| 5 | process information: categorise and classify information and compare and contrast | Showing understanding of information in an information text. Extracting information and rewriting it in a graph format. |
| change the format of information (e.g. from table to graph | Drawing a graph, using information from a given table. |
| process information: draw conclusions  | Demonstrating that conclusions are correctly drawn from a table. |
| 6 | identify, understand and use figurative language such as metaphor, simile, assonance, alliteration, etc. | Showing understanding of the figures of speech. |
| work with words: use prefixes, stems and suffixes/ extensions to form words. | Forming new words by adding prefixes or suffixes to stem words. |
| work with sentences: identify and use complex sentences- sentences with a main and subordinate clauses. | Forming complex sentences beginning with given conjunctions. |
| work with sentences: use punctuation correctly | Demonstrating understanding of punctuation by adding punctation marks to sentences |
| work with sentences: use the passive voice to focus on the object of a sentence | Rewriting sentences into the passive voice from the active voice, and vice versa. |

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. [↑](#footnote-ref-2)