**ANNUAL NATIONAL ASSESSMENT 2012 ASSESSMENT GUIDELINES**

**ENGLISH FIRST ADDITIONAL LANGUAGE**

**GRADE 6 FAL**

**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

| **LO** | **ASSESSMENT STANDARD** **Testing whether the learner is able to…** | **CONTENT AREA ASSESSED** |
| --- | --- | --- |
| **3** | understand some elements of stories: title. | Identifying title of the story. |
|  | understand some elements of stories: setting. | Identifying setting (where) of the story. |
|  | understand some elements of stories: plot. | Identifying the plot ( why and what) of the story |
|  | understand some elements of stories: the moral of a story. | Identifying the moral of a story. |
|  | understand some elements of stories: character | Knowing the character and their feelings |
|  | understand some element of stories: notices how characters and plots are constructed to represent a particular view of the world.  | Knowing the characters and plot and their view. |
|  | understand some element of stories: suggest alternative ways of representing characters and their actions. | Knowing the characters and their actions |
|  | read for information: reads texts across the curriculum | Reading text |
|  | read for information: identify the main point in a paragraph | Indentifying main point in paragraphs |
| **4** | write to communicate information: draw and label graph | Drawing and labeling graph |
|  | write to communicate information: write a description of a family | Writing and describing: Paragraph |
|  | understand the writing process, and uses developing knowledge of language structure and use: spelling | Identifying correct use of spelling  |
|  **5** | use language for thinking: express cause and effect. | Identifying relationship between cause and effect. |
|  | use language for thinking: express an opinion and give reasons. | Justifying own opinion. |
| **6** | use language forms and structures to communicate in writing: develops the use of conjunctions eg. since, during | Completing sentences. |
|  | use language forms and structures to communicate in writing: use the negative concord. |  Knowing the negative Concord. |

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)