

Assessment Booklet

GRADE **3**

ENGLISH

HOME LANGUAGE

TERMS 1 & 2





Assessment Booklet

GRADE 3 | TERM 1 & 2

ENGLISH

Contents

ORAL READING FLUENCY TESTING: OVERVIEW	1
TERM 1	9
TERM 1 ORF TESTS	10
TERM 1 ANALYSIS FORM	18
TERM 1 PROGRAMME OF ASSESSMENT	20
TERM 2	29
TERM 2 ORF TESTS	30
TERM 2 ANALYSIS FORM	37
TERM 2 PROGRAMME OF ASSESSMENT	39
GRADE 3 ORF RECORD SHEETS	47



Oral Reading Fluency Testing: Overview

DBE Early Grade Reading Fluency Benchmarks

The DBE benchmarks clearly state the expected outcomes for the end of each academic year:

Language	By the end of Grade 1 all learners should be able to read at least:	By the end of Grade 2 all learners should be able to read at least:	By the end of Grade 3 all learners should be able to read at least:
isiNdebele HL	40 clspm	20 cwpm	35 cwpm
isiXhosa HL	40 clspm	20 cwpm	35 cwpm
isiZulu HL	40 clspm	20 cwpm	35 cwpm
Siswati HL	40 clspm	20 cwpm	35 cwpm
Sepedi HL	40 clspm	40 cwpm	60 cwpm
Sesotho HL	40 clspm	40 cwpm	60 cwpm
Setswana HL	40 clspm	40 cwpm	60 cwpm
Tshivenda HL	40 clspm	35 cwpm	55 cwpm
Xitsonga HL	40 clspm	30 cwpm	40 cwpm
Afrikaans HL	40 clspm	50 cwpm	80 cwpm
English HL	40 clspm	50 cwpm	70 cwpm
English FAL	n/a	30 cwpm	50 cwpm

clspm = correct letter sounds per minute / cwpm = correct words per minute

GRADE 3 | ORAL READING FLUENCY

The NHLRP supports the DBE goal to empower teachers to provide targeted support for learners in terms of reading. This support includes the following oral reading fluency tests for Grade 3:

Grade / Term	60 second letter sound knowledge	60 second word reading	60 / 180 second passage reading	oral comprehension questions
Grade 3 Term 1	3.1.A (60 sounds)	3.1.B (60 words)	3.1.C	3.1.D (8 questions)
Grade 3 Term 2	3.2.A (60 sounds)	3.2.B (60 words)	3.2.C	3.2.D (8 questions)
Grade 3 Term 3	3.3.A (60 sounds)	3.3.B (60 words)	3.3.C	3.3.D (12 questions)
Grade 3 Term 4	3.4.A (60 sounds)	3.4.B (60 words)	3.4.C	3.4.D (12 questions)

Preparing the Oral Reading Fluency Tests

1. Every term, you will receive two copies of each ORF test.
 - Teacher's copy – this includes the number of sounds or words per line.
 - Learner's copy – written in an appropriate font and font size.
2. Prepare for testing by laminating both copies of the test.
 - This allows you to write on the teacher's copy, then wipe it clean and re-use it.
 - It also protects the learner's copy, so that the same test can be used repeatedly.
3. Please note: Single-sided copies of the ORF tests are provided as part of the Flashcards pack.



NHLRP ORF Tests Understanding the naming protocol

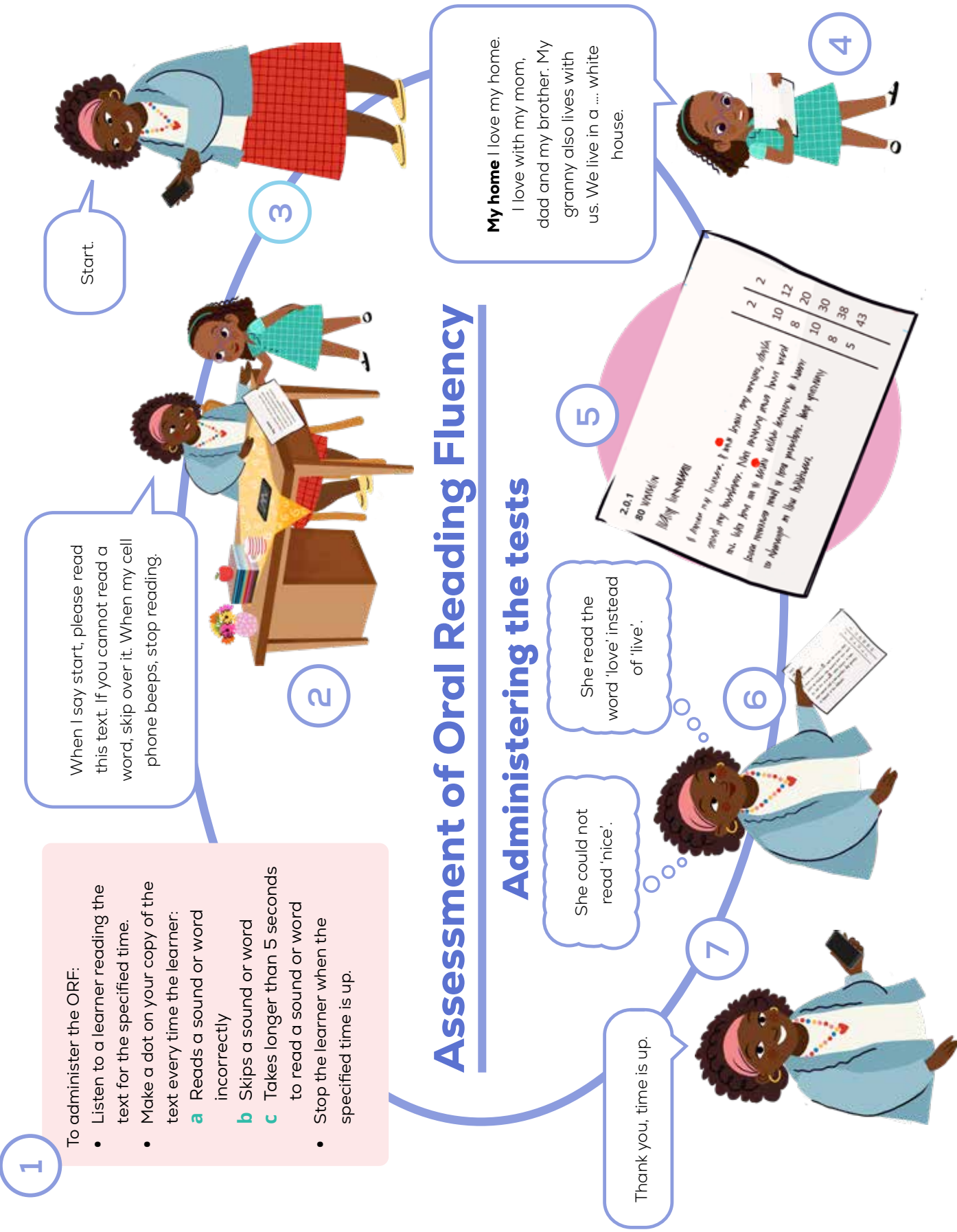
3.1.A – indicates the **grade**

3.1.A – indicates the **term**

3.1.A – indicates the **test type**: sound reading

Administering the Oral Reading Fluency Tests

1. Settle the class with a written activity.
2. Call one learner at a time to read.
3. Give the learner the learner's copy of the text.
4. Set a timer for the specified time.
5. Tell the learner to read the text aloud until you say stop.
6. Tell the learner to skip sounds / words they cannot quickly read.
7. Start the timer and listen to the learner read.
8. On the teacher's laminated copy of the text, use a non-permanent marker to 'dot' each:
 - Sound or word that the learner reads incorrectly
 - Sound or word that the learner skips
 - Sound or word that the learner takes longer than 5 seconds to read
9. After the specified time, tell the learner to stop, and make a note of the last sound or word that the learner read.
10. Test C, the passage reading tests, are designed for:
 - 60 second passage reading, and
 - 180 second passage reading
11. Use these tests as follows:
 - Administer Test C as usual for the first 60 seconds.
 - During the first 60 seconds, listen to the learner read aloud and make a dot on your copy of the test for every error made.
 - After 60 second, make a note of the last word the learner reads in 60 seconds.
 - Use this data as the result for Test C.
12. Then, allow the learner to continue reading the Test C passage for another 120 seconds, or until they have read the whole passage.
13. Next, use Test D to test the learner's oral comprehension.
 - Ask the learner each question and allow them to answer.
 - If they do not answer within 5-10 seconds, move to the next question.
 - If the learner did not finish reading the passage, only ask the questions that they may be able to answer.



Assessment of Oral Reading Fluency

Administering the tests

Calculating Reading Fluency

1. Work out the possible total for the learner.
 - See where the learner finished reading – take note of the accumulated total for that line
 - Subtract any sounds or words that the learner did not read in the last line
 - This is the possible total
2. Next, subtract the number of 'dotted' words from the possible total (words read incorrectly, skipped or taken too long to read). This gives you the learner's total.
3. Record the learner's total for the term.

The ORF benchmarks and tests are really useful. They give me a clear understanding of exactly what my learners need to achieve this year!



- Let me see how
well Sifiso has done
in his reading.



$\gamma = 30$



20.1
20 points

Bobby's homework

I have 24 hours. I can't leave my room, check the kids out or go to school with anyone. It takes 20 minutes to read a long paragraph. It takes 10 minutes to change in the bathroom.

2	2
10	12
8	20
10	30
8	38
5	43

Handwritten text on a cloud-shaped background:

Water is important in the human body. It is essential for life. We need it to drink, to wash, and to keep our bodies cool. Without water, we would die. It is also important for plants and animals. Water is a natural resource, and we should use it wisely. We should not waste water. We should turn off the tap when we brush our teeth and when we wash our hands. We should also use water-saving devices like low-flow showerheads and faucets. Water is a precious resource, and we should all do our part to protect it.

Handwritten multiplication table:

2	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30
3	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45
4	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60
5	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75

6

Recording ORF Results

1. The programme includes *ORF Record Sheets*.
2. Digital copies of the NHLRP ORF Record Sheets are available on the NECT website.
3. Use these record sheets to record all ORF results throughout the year.

Using the Results Sheets and Analysis Forms

1. The programme also includes an *ORF Analysis Form* for each term.
2. This should be used to document learners' errors, for purposes of remediation.
 - Use this form throughout the testing process.
 - Make a mark in the relevant tally column every time a learner makes an error.
 - Once you have completed the testing, total up the tallies for each sound and word.
3. Prioritise the most frequently errors for remediation as follows:
 - **Sounds:** Reteach the sound to the whole class. Then, for the next few weeks, ensure that you include that sound in blending, segmenting and word building activities.
 - **Words:** Revise the sounds in the word with the whole class. Revise the skill of blending with the whole class. Call on individual learners to blend and segment words. For the next few weeks, focus on blending and word building activities.
 - **Passage reading:** Do repeated readings of that text as follows:
 - Read a text aloud to the class, as they follow along in their own books.
 - Read a text together with the class, modelling the pace and tone.
 - Call on different groups or learners to read a section of the text aloud.
 - For the next few weeks, continue to prioritise repeated readings of different texts.
 - **Oral comprehension:** Analyse the problem and provide remediation as follows:
 - If learners are not managing to read the whole passage, or they are struggling with many words: Continue to build decoding and fluency skills. Teach learners to read and blend sounds, practice blending and segmenting words, do repeated readings of texts.
 - If learners are not understanding the content of the passages: Focus on building vocabulary and background knowledge. Read as many stories to your class as possible.
 - If learners follow and understand the passage but cannot answer the questions: Focus on teaching comprehension skills during shared reading. Explain the meaning of the question. Show learners how to find the answer to a question. Give learners lots of practice in answering questions orally.
4. Use the results to update your group guided reading groups at the start of each term.
 - Place the learners with the highest scores together. These groups may be slightly bigger.
 - Place the learners with the lowest scores together. Try to keep these groups as small as possible.
5. Track each learner's results across the terms.
 - Take note of each learner's scores for the termly tests.
 - Take note of learners who are not progressing or who are regressing.
 - You will need to spend additional time with these learners, working at the correct level for remediation.
6. Take note of the class average score across terms. If you notice a lack of improvement or an overall drop in the class average, consider the following:
 - Think about lost or disrupted teaching time during the term. Remember to prioritise reading lessons going forward.



TERM 1



Term 1 ORF Tests

GRADE 3 | TERM 1 ORF TESTS

NHLRPORF Language: English Test 3.1.A Teacher's copy 60 sounds / 60 seconds										
N	d	E	m	K	s	A	T	p	Y	10
Ng	th	D	Sh	Ch	Ar	Er	ur	or	Squ	20
W	X	f	Z	Nk	Sh	ch	th	wh	Oo	30
Ou	ow	ai	Ay	Y	R	o	G	l	B	40
ff	ll	Ss	Zz	Ck	igh	oa	Ow	ar	Ea	50
nt	Nd	mp	St	Sp	Ng	ee	Ea	Th	Ch	60

NHLRPORF Language: English Test 3.1.A Learner's copy									
N	d	E	m	K	s	A	T	p	Y
Ng	th	D	Sh	Ch	Ar	Er	ur	or	Squ
W	X	f	Z	Nk	Sh	ch	th	wh	Oo
Ou	ow	ai	Ay	Y	R	o	G	l	B
ff	ll	Ss	Zz	Ck	igh	oa	Ow	ar	Ea
nt	Nd	mp	St	Sp	Ng	ee	Ea	Th	Ch

NHLRPORF Language: English Test 3.1.B Teacher's copy 60 words / 60 seconds										
net	dog	yet	mat	kid	sat	lab	tap	hop	boy	10
blue	graph	fixed	boxes	wedge	charming	hammer	purple	forgotten	squid	20
water	fox	candy	zebra	neck	shadow	chop	thank	wheel	look	30
shouting	frowning	chain	away	empty	red	log	get	let	bit	40
sniff	follow	dress	nose	duck	high	roar	window	artist	wear	50
plant	under	stamp	stand	spike	bring	sheep	leap	that	chunk	60

NHLRPORF Language: English Test 3.1.B Learner's copy									
net	dog	yet	mat	kid	sat	lab	tap	hop	boy
blue	graph	fixed	boxes	wedge	charming	hammer	purple	forgotten	squid
water	fox	candy	zebra	neck	shadow	chop	thank	wheel	look
shouting	frowning	chain	away	empty	red	log	get	let	bit
sniff	follow	dress	nose	duck	high	roar	window	artist	wear
plant	under	stamp	stand	spike	bring	sheep	leap	that	chunk

NHLRP ORF

Language: English

Test 3.1.C

Teacher's copy

Reading passage / 60 & 180 seconds

Sometimes, we get angry. When we are angry, we may want to shout or hit something. At other times, we feel sad. When we are sad, we may want to be alone or cry.	10 22 34
If you feel angry or sad, close your eyes and take deep breaths. This can help you to calm down.	46 54
It is good to learn words to describe our feelings. There are words to describe bad feelings, like: angry, sad and scared. There are words to describe good feelings, like: happy, excited and calm.	66 76 85 88
If we don't talk about our feelings, we can start to feel worse. If you had a fight, try to talk about it. You can say: When you did this, it made me feel...	100 114 122
Also, ask the other person how they feel. Maybe they are also upset. Maybe they have a problem.	133 140
We can make other people feel good if we listen to them. We can also give them a hug. Or we can ask them to play with us.	152 166 168
Try this out. See how it works for you.	177

NHLRP ORF

Language: English

Test 3.1.C

Learner's copy

Sometimes, we get angry. When we are angry, we may want to shout or hit something. At other times, we feel sad. When we are sad, we may want to be alone or cry.

If you feel angry or sad, close your eyes and take deep breaths. This can help you to calm down.

It is good to learn words to describe our feelings. There are words to describe bad feelings, like: angry, sad and scared. There are words to describe good feelings, like: happy, excited and calm.

If we don't talk about our feelings, we can start to feel worse. If you had a fight, try to talk about it. You can say: When you did this, it made me feel...

Also, ask the other person how they feel. Maybe they are also upset. Maybe they have a problem.

We can make other people feel good if we listen to them. We can also give them a hug. Or we can ask them to play with us.

Try this out. See how it works for you.



NHLRP ORF

Language: English

Test 3.1.D

Teacher's copy

8 oral comprehension questions

Question Type: Retrieval of Explicit Information

1. What may we want to do when we are angry?

Answer: shout or hit something

Question Type: Retrieval of Explicit Information

2. What may we want to do when we are sad?

Answer: be alone or cry

Question Type: Retrieval of Explicit Information

3. What are two words we can use to describe good feelings?

Answer: happy, excited, calm

Question Type: Straightforward Inference

4. Why do you think it can be good to talk about our feelings?

Learner's own answer: If we don't talk about it, we can feel worse / the problem won't get better, etc.

Question Type: Interpret and Integrate

5. Why do you think it can be good to ask the other person how they feel?

Learner's own answer: Maybe they are upset / they have a problem / they don't like fighting with you, etc.

Question Type: Straightforward Inference

6. What are some things we can do to make others feel good?

Answer: Ask them how they feel/ listen to them/ give them a hug/ ask them to play

Question Type: Retrieval of Explicit Information

7. What are some of the words used in the story to describe feelings?

Answer: angry, sad, good, bad, upset, scared, excited, calm

Question Type: Examine and Evaluate

8. Do you think it is a good idea to talk about our feelings? Why or why not?

Learner's own answer – must be supported by reasons



Term 1 Analysis Form

NHLRP ORF

Language: English

Grade 3 Term 1

Analysis Form

Sounds 3.1.A	Error Tally	Total	Words 3.1.B	Error Tally	Total
N			net		
d			dog		
E			yet		
m			mat		
K			kid		
Ng			blue		
th			graph		
D			fixed		
Sh			boxes		
Ch			wedge		
W			water		
X			fox		
y			candy		
Z			zebra		
Nk			neck		
Ou			shouting		
ow			frowning		
ai			chain		
Ay			away		
Y			empty		
ff			sniff		
ll			follow		
Ss			dress		
Zz			nose		
Ck			duck		
nt			plant		
Nd			under		
mp			stamp		
St			stand		
Sp			spike		

GRADE 3 | TERM 1 ANALYSIS FORM

NHLRP ORF

Language: English

Grade 3 Term 1

Analysis Form continued

Sounds 3.1.A	Error Tally	Total	Words 3.1.B	Error Tally	Total
s			sat		
A			lab		
T			tap		
p			hop		
Y			boy		
Ar			charming		
Er			hammer		
ur			purple		
or			forgotten		
Squ			squid		
Sh			shadow		
ch			chop		
th			thank		
wh			wheel		
Oo			look		
R			red		
o			log		
G			get		
I			let		
B			bit		
igh			high		
oa			roar		
Ow			window		
ar			artist		
Ea			wear		
Ng			bring		
ee			sheep		
Ea			leap		
Th			that		
Ch			chunk		



Programme Of Assessment

GRADE 3 TERM 1

The Revised ATP provides a model School Based Assessment (SBA) for every term. According to this, the following skills and concepts should be assessed in Term 1:

COMPONENT	TASK
 Listening & Speaking	Participates in discussions. Asks questions. Shows sensitivity to the feelings of others.
 Phonics	Makes words with consonant blends. Sorts words into alphabetic order.
 Reading & Comprehension	Reads aloud from book at own level. Uses sight words, phonics, contextual and structural analysis decoding skills. Reads with increasing fluency and expression. Demonstrates comprehension skills, including: Literal, Prediction, Sequence, Inference and Evaluation.
 Handwriting	Copies and writes words and short sentences in joined script or cursive writing.
 Writing	Writes 2 paragraphs of at least 8 sentences on a topic.

EXAMPLE ASSESSMENT TASKS

- These assessment tasks are designed to form part of the NHLRP.
- Where appropriate, the NHLRP ORF tests are included as part of the assessment programme.
- These assessment tasks may be used as is or adapted to suit District requirements.



Listening & Speaking

Participates in discussions.
 Asks questions.
 Shows sensitivity to the feelings of others.

GRADE 3 | PROGRAMME OF ASSESSMENT

Activity

- Do this in the Friday Listening and Speaking lesson, anytime from Week 5 to Week 8.
- Place learners in small groups (3–4 learners).
- Write the discussion frame from the Teaching Plan on the board and explain it to learners:

This story was about...

I liked the character...because...

I learnt that...

Criteria

Tell learners that they should:

- Take turns to answer each question
- Listen to each other's answers and comments
- Ask questions or give a comment when each person has had a turn to answer

Implementation

- Walk around and listen to 2–3 groups per lesson.
- Assess each learner using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Participates in discussion	The learner is quiet and/or distracted. The learner makes no attempt to engage in the group discussion.	The learner is somewhat quiet and/or distracted. The learner makes little attempt to engage in the group discussion.	The learner is mostly present during the discussion. The learner makes a good attempt to engage in the group discussion.	The learner is present and aware during the discussion. The learner fully engages in the group discussion.
Asks questions	The learner makes no attempt to ask relevant or meaningful questions. Or, the learner is disruptive and asks irrelevant questions.	The learner makes an attempt to ask questions, but they are not relevant or meaningful.	The learner asks questions that are mostly relevant.	The learner asks questions that are relevant or meaningful.
Shows sensitivity to others	The learner does not listen to group members, speaks over them and is dismissive of the contributions of others. The learner does not offer positive feedback.	The learner usually listens to group members but sometimes speaks over them. The learner sometimes offers positive feedback.	The learner usually listens to group members and never speaks over them. The learner sometimes offers positive feedback.	The learner always listens to group members and never speaks over them. The learner often offers positive feedback.



Phonics (part 1)

Makes words with consonant blends.

Activity

- Do this in Week 7 or 8 during Group Guided Reading.
- Write the following list of consonant blends on the board: st, sp, br, dr, mp, str, spr, -nd, -nk, -nt
- Tell learners that they must build as many words as possible using the consonant blends.
- Give learners 5 minutes for this task.
- Collect their books and mark and count the number of words that have been built correctly.
- Assess each learner using memorandum the below.

Memorandum

Award learners marks to a maximum of 20 marks as follows:

- 1 mark for each correct word written that includes a consonant blend.
- Use the conversion table below to convert to a level.

Number of words written correctly	LEVEL
1 – 5	1
6 – 10	2
11 – 15	3
15 – 20	4



Phonics (part 2)

Sort words into alphabetical order.

Activity

- Do this during the Wednesday phonics lesson in Week 6 or 7.
- Write a list of 8 short words on the board, starting with different letters of the alphabet. E.g.:
 1. dog
 2. cat
 3. zebra
 4. sweet
 5. pen
 6. rat
 7. apple
 8. ox
- Tell learners to sort the words into alphabetical order and write them in their books from 1–8.
- Explain that they should do this by working through the letters of the alphabet – first look if there is a word starting with ‘a’ and write it down, and so on.
- Collect their books and mark and count the number of words that have been correctly placed into alphabetical order. E.g.:
 1. apple
 2. cat
 3. dog
 4. ox
 5. pen
 6. rat
 7. sweet
 8. zebra
- Assess each learner using memorandum the below.

Memorandum

- Award 1 mark for each word that is in the correct alphabetical order.
- Use the conversion table below to convert to a level.

Number of words in the correct order	LEVEL
1 – 2	1
3 – 4	2
5 – 6	3
7 – 8	4



Reading

Reads aloud from book at own level.

Uses sight words, phonics, contextual and structural analysis decoding skills.

Reads with increasing fluency and expression.

Activity

- This can be done in Week 7 or Week 8.
- During Group Guided Reading call each member of the group to come and read to you individually.
- Ask the learner to read the Week 6 or 7 Friday 'Read Aloud' text found in the Core Reader.

Implementation

- Call learners one-by-one to read a text aloud to you.
- Use the conversion table below to convert to a level.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Decoding skills	The learner requires a lot of support from the teacher to read an unknown word. The learner struggles to break words down into syllables or sounds.	The learner tries to use phonics to read unknown words but needs support from the teacher. The learner can break words into syllables and sounds with support from the teacher.	The learner tells most of the story in the correct sequence. The beginning, middle and end are clear.	The learner tells the story in the correct sequence. The beginning, middle and end are clear and interesting.
High frequency words	The learner knows very few high frequency words.	The learner knows some high frequency words.	The learner knows many high frequency words.	The learner knows all taught high frequency words.
Fluency and expression	The learner pauses frequently, skips words and reads word-by-word. The learner gives no attention to expression.	The learner reads most of the text but word-by-word. The learner gives little to no attention to expression.	The learner reads most of the text fluently and with some expression.	The learner reads the text fluently and with good expression.

**Comprehension**

Demonstrates comprehension skills, including: Literal, Prediction, Sequence, Inference and Evaluation.

Activity

- This can be done at any time from Week 4 to Week 7.
- Use the Anthology story from the previous week.
- Settle the class to complete a written task.
- Then, call individual learners to your desk to complete the assessment.
- Ask learners to answer 1–2 of each of the following kinds of questions about the text:

Literal Questions about Details

1. Who..?
2. What...?
3. When...?
4. How...?
5. Where...?

Make predictions

1. What do you think will happen next? Why?
2. How do you think the story will end? Why?

Sequence

1. What happened at the beginning of the story?
2. What happened at the end of the story?
3. What happened after ...?
4. What happened first: ...or...?

Inferences

1. What can you infer about....from....?
2. How do you think....?
3. Why do you think...?

Evaluations

1. Do you think that was the right thing to do? Why or why not?
2. Do you think this was the wrong thing to do? Why or why not?
3. Can you make an evaluation about (the character's) actions?

GRADE 3 | PROGRAMME OF ASSESSMENT

Assess each learner using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Literal questions about details	The learner struggles to recall any details from the story, even with prompting.	The learner correctly recalls some details from the story, with some prompting.	The learner correctly recalls most details from the story, with some prompting.	The learner correctly recalls all details from the story, with some prompting.
Predictions	The learner struggles to make a reasonable prediction.	The learner makes a reasonable prediction with support from the teacher.	The learner makes a reasonable prediction but struggles to justify the answer.	The learner makes a good prediction and can justify the answer.
Sequence	The learner struggles to correctly sequence events from the text, even with support.	The learner can correctly sequence events from the text with some support.	The learner correctly sequences events from the text but takes some time.	The learner quickly and correctly sequences all events from the text.
Inference	The learner struggles to make an inference about a character or event from the story, even with support.	The learner makes a reasonable inference about a character or event from the story, with support.	The learner makes a reasonable inference about a character or event from the story, without support.	The learner makes a good inference about a character or event from the story, without support.
Evaluations	The learner struggles to make an evaluation about a character or event from the story, even with support.	The learner makes a reasonable evaluation about a character or event from the story, with support.	The learner makes a reasonable evaluation about a character or event from the story, without support.	The learner makes a good evaluation about a character or event from the story, without support.



Handwriting

Copies and writes words and short sentences in joined script or cursive writing.

Activity

- Do this throughout the term during Handwriting lessons.
- Use the lessons provided in the NHLRP Teaching Plan.
- During lessons, walk around and observe learners' handwriting skills.
- Take note of each learner's ability to form cursive letters correctly, to control the size and spacing of words, and to write at a good pace.
- Assess learners using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Cursive letter formation	The learner often struggles to remember correct starting points and directions. Most cursive letters are poorly or incorrectly formed.	The learner sometimes struggles to remember correct starting points and directions. Some cursive letters are poorly or incorrectly formed.	The learner knows the correct starting points and directions. Cursive letters are correctly formed but attention can be given to neatness.	The learner knows the correct starting points and directions. Cursive letters are correctly and neatly formed.
Copying of sentences	The learner writes slowly and struggles to complete sentences. The size and spacing of words is inconsistent.	The learner completes sentences but with errors. The size and spacing of words is sometimes inconsistent.	The learner completes sentences without errors. The size and spacing of words is mostly consistent.	The learner completes sentences without errors. The size and spacing of words is consistent.



Writing

Writes 2 paragraphs of at least 8 sentences on a topic.

Activity

- Do this during the Writing lessons in Weeks 5&6.
- Use the lessons provided in the NHLRP Teaching Plan.
- At the end of the Friday lesson collect learners' books for assessment.
- Assess learners using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Originality	The idea is difficult to understand or is not original – the teacher's example is copied.	The idea is understandable and original, although similar to the example.	The idea is personal and original.	The idea is personal, original and creative.
Length and structure	The learner has written fewer than 3 correct sentences. The sentences are not correctly structured into 2 paragraphs.	The learner has written 3-4 correct sentences. The sentences are not correctly structured into 2 paragraphs.	The learner has written 5-6 correct sentences. The sentences are correctly structured into 2 paragraphs.	The learner has written 7 or more correct sentences. The sentences are correctly structured into 2 paragraphs.
Punctuation	The learner struggles to use capital letters and full stops correctly, even with support.	The learner uses capital letters and full stops correctly, but struggles with other punctuation.	The learner usually uses all taught punctuation correctly.	The learner mostly uses all taught punctuation correctly.
Evidence of process writing	There is little evidence of planning, editing or publishing.	There is some evidence of planning.	There is clear evidence that planning, editing and publishing have been used.	There is clear evidence that planning, editing and publishing have been used to good effect.



TERM 2



Term 2 ORF Tests

GRADE 3 | TERM 2 ORF TESTS

NHLRPORF										
Language: English										
Test 3.2.A										
Teacher's copy										
60 sounds / 60 seconds										
e	o	u	m	n	p	s	t	h	r	10
a	i	s	r	k	t	c	k	v	d	20
A	E	I	w	L	y	p	g	b	z	30
O	U	F	H	r	y	x	s	j	m	40
X	D	f	th	ph	L	w	gh	sh	P	50
ch	ss	wh	K	S	H	qu	ng	B	Z	60

NHLRPORF Language: English Test 3.2.A Learner's copy									
e	o	u	M	N	P	s	t	h	r
a	i	S	R	K	T	c	k	v	d
A	E	I	W	L	y	p	g	b	z
O	U	F	H	r	y	x	s	j	m
X	D	f	th	ph	L	w	gh	sh	P
ch	ss	wh	K	s	H	qu	ng	B	Z

NHLRP ORF										
Language: English										
Test 3.2.B										
Teacher's copy										
60 words / 60 seconds										
but	in	went	pen	did	stick	which	swallow	prize	animal	10
fiction	tested	grown	testing	three	playground	exploit	nonfiction	question	excuse	20
happen	never	giving	joined	turtle	looked	grateful	trumpet	remember	district	30
when	leaf	on	that	gave	condition	cupcake	flagpole	farmyard	allowed	40
carpet	dogbed	happened	basket	rocket	spit	need	off	him	long	50
butterfly	temptation	magical	traditional	passion	longing	hilltop	clothing	apartment	helmet	60

NHLRPORF Language: English Test 3.2.B Learner's copy									
but	in	went	pen	did	stick	which	swallow	prize	animal
fiction	tested	grown	testing	three	playground	exploit	nonfiction	question	excuse
happen	never	giving	joined	turtle	looked	grateful	trumpet	remember	district
when	leaf	on	that	gave	condition	cupcake	flagpole	farmyard	allowed
carpet	dogbed	happened	basket	rocket	spit	need	off	him	long
butterfly	temptation	magical	traditional	passion	longing	hilltop	clothing	apartment	helmet

NHLRP ORF

Language: English

Test 3.2.C

Teacher's copy

Reading passage / 60 & 180 seconds

My family went to the beach for a holiday. It was my first time at the beach. I did a lot of fun things. I swam in the waves, dug in the sand, and collected shells in my bucket. But the thing I liked best was the tide pools at low tide.	13 28 39 52
Tide pools are little pools of sea water that form on rocky beaches when the tide goes out. When the tide is low, water gets trapped in the rocks and makes little habitats for sea animals and plants.	64 75 85 90
My sister and I found lots of things in the tide pools. She found a purple starfish in one pool. I found a red crab in one. We saw lots of fish, shells and seaweed too.	103 116 126
We ran back to show mom the starfish.	134
My sister said, "Mom! Look! Tide pools are like little homes by the sea."	145 148
"Yes," said Mom. "They are fun to explore, but you must be careful so you do not harm the animals or their homes."	160 171
"We will be careful," I said to mom.	179
My sister felt the water in a pool. She said, "These animals must be strong, because the water is hot now!"	191 200
I said, "Yes, the water is hot now but it will get cold when the tide comes back in."	214 219

NHLRP ORF

Language: English

Test 3.2.C

Learner's copy

My family went to the beach for a holiday. It was my first time at the beach. I did a lot of fun things. I swam in the waves, dug in the sand, and collected shells in my bucket. But the thing I liked best was the tide pools at low tide.

Tide pools are little pools of sea water that form on rocky beaches when the tide goes out. When the tide is low, water gets trapped in the rocks and makes little habitats for sea animals and plants.

My sister and I found lots of things in the tide pools. She found a purple starfish in one pool. I found a red crab in one. We saw lots of fish, shells and seaweed too.

We ran back to show mom the starfish.

My sister said, "Mom! Look! Tide pools are like little homes by the sea."

"Yes," said Mom. "They are fun to explore, but you must be careful so you do not harm the animals or their homes."

"We will be careful," I said to mom.

My sister felt the water in a pool. She said, "These animals must be strong, because the water is hot now!"

I said, "Yes, the water is hot now but it will get cold when the tide comes back in."



NHLRP ORF

Language: English

Test 3.2.D

Teacher's copy

8 oral comprehension questions

Question Type: Retrieval of Explicit Information

1. Where did the family go for their holiday?
The family went to the beach for their holiday.

Question Type: Retrieval of Explicit Information

2. What did the child collect in a bucket?
The child collected shells in the bucket.

Question Type: Retrieval of Explicit Information

3. What did the sister find in the tide pool?
The sister found a purple starfish.

Question Type: Straightforward Inference

4. Why was the trip to the beach special for the child?
It was special because it was the child's first time to the beach.

Question Type: Straightforward Inference

5. Why did the children run to show Mom the starfish?
They ran to show Mom the starfish because they were excited to find it.

Question Type: Interpret and Integrate

6. What did the children learn about tide pools during their visit to the beach?
They learnt about what a tide pool is and what lives inside them.

Question Type: Interpret and Integrate

7. Why are tide pools described as "little homes by the sea"?
Tide pools are described as "little homes by the sea" because they are home to many sea animals.

Question Type: Examine and Evaluate

8. How do the children feel about exploring the tide pools? Give evidence from the text.
I think the children feel happy about exploring the tide pools because the child telling the story said it was what she liked best at the beach.



Term 2 Analysis Form

NHLRP ORF

Language: English

Grade 3 Term 2

Analysis Form

Sounds 3.2.A	Error Tally	Total	Words 3.2.B	Error Tally	Total
e			but		
o			in		
u			went		
M			pen		
N			did		
P			stick		
s			which		
t			swallow		
h			prize		
r			animal		
a			fiction		
i			tested		
S			grown		
R			testing		
K			three		
T			playground		
c			exploit		
k			nonfiction		
v			question		
d			excuse		
A			happen		
E			never		
I			giving		
W			joined		
L			turtle		
y			looked		
p			grateful		
g			trumpet		
b			remember		
z			district		

GRADE 3 | TERM 2 ANALYSIS FORM

NHLRP ORF

Language: English

Grade 3 Term 2

Analysis Form continued

Sounds 3.2.A	Error Tally	Total	Words 3.2.B	Error Tally	Total
O			when		
U			leaf		
F			on		
H			that		
r			gave		
y			condition		
x			cupcake		
s			flagpole		
j			farmyard		
m			allowed		
X			carpet		
D			dogbed		
f			happened		
th			basket		
ph			rocket		
L			spit		
W			need		
gh			off		
sh			him		
P			long		
ch			butterfly		
ss			temptation		
wh			magical		
K			traditional		
S			passion		
H			longing		
qu			hilltop		
ng			clothing		
B			apartment		
Z			helmet		



Programme Of Assessment

GRADE 3 TERM 2

The Revised ATP provides a model School Based Assessment (SBA) for every term. According to this, the following skills and concepts should be assessed in Term 2:

COMPONENT	TASK
 Listening & Speaking	Makes an oral presentation to describe and compare an object (show and tell).
 Phonics	Spells words correctly using phonic knowledge in test and dictation.
 Reading & Comprehension	Reads aloud from book at own level. Uses sight words, phonics, contextual and structural analysis decoding skills. Reads with increasing fluency and expression. Listens to and engages with a text to: • Answer literal questions about the details of the text • Answer open questions about the text, including making predictions, inferences and evaluations • Sequence text events correctly
 Handwriting	Forms all lower and uppercase letters correctly and automatically in the joined script or cursive writing.
 Writing	Writes a story or creative text of at least 10 sentences.

EXAMPLE ASSESSMENT TASKS

- These assessment tasks are designed to form part of the NHLRP.
- Where appropriate, the NHLRP ORF tests are included as part of the assessment programme.
- These assessment tasks may be used as is or adapted to suit District requirements.



Listening & Speaking

Makes an oral presentation to describe and compare an object (show and tell).

Activity

- Do this during the Monday Listening & Speaking lessons in Weeks 4 and 8.
- Use the lessons provided in the NHLRP Teaching Plan.
- Assess learners using the rubric that follows.

GRADE 3 | PROGRAMME OF ASSESSMENT

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Description of object	The learner accurately describes 1 physical aspect of the object. Or, the learner describes 2 physical aspects of the object but is not completely clear or accurate.	The learner accurately describes at least 2 physical aspects of the object. Or, the learner describes 3 physical aspects of the object but is not completely clear or accurate.	The learner accurately describes at least 2 physical aspects of the object.	The learner accurately describes at least 3 physical aspects of the object.
Purpose of object	The learner struggles to explain the purpose of the object without support.	The learner attempts to explain the purpose of the object, but the explanation lacks clarity or accuracy.	The learner gives a clear and accurate explanation of the purpose of the object.	The learner gives a clear and insightful explanation of the purpose of the object.
Fluency	The learner hesitates frequently, has long pauses, or repeats much of what is said.	The learner hesitates from time to time, sometimes pauses, or repeats some of what is said.	The learner's presentation is mostly fluent, with only 1 or 2 hesitations, pauses or repetitions.	The learner's presentation is fluent and confident.



Phonics

Spells words correctly using phonic knowledge in test and dictation.

Activity

- Do this in Weeks 2-7 during the Friday Phonics lessons.
- Use the lessons provided in the NHLRP Teaching Plan.
- Assess each weekly spelling and dictation test as follows:
 - a. Award 1 mark for each of the 5 words that is spelled correctly. (maximum: 5)
 - b. Start with 7 marks for the dictation sentence. Subtract 1/2 mark for every error. (maximum: 7)
 - c. Record each learner's weekly result out of a possible total of 12 marks.

Calculating term results

- Add each learner's results for the 6 tests together.
- Divide by 6 to get the learner's average.
- Use the conversion table below to convert to a level.

GRADE 3 | PROGRAMME OF ASSESSMENT

Average result	LEVEL
1 - 3	1
4 - 6	2
7 - 9	3
10 - 12	4



Reading

Reads aloud from book at own level.

Uses sight words, phonics, contextual and structural analysis decoding skills.

Reads with increasing fluency and expression.

Activity

- This can be done in Week 7 or Week 8.
- During Group Guided Reading call each member of the group to come and read to you individually.
- Ask the learner to read the Week 6 or 7 Friday 'Read Aloud' text found in the Core Reader.

Implementation

- Call learners one-by-one to read a text aloud to you.
- Assess learners using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Decoding skills	The learner requires a lot of support from the teacher to read an unknown word.	The learner tries to use phonics to read unknown words but needs support from the teacher.	The learner uses phonics and syllabification to sound out unknown words, but occasionally needs help to blend the sounds into a word.	The learner uses phonics and syllabification to sound out unknown words, and can usually blend the sounds into a word.
Fluency and expression	The learner pauses frequently, skips words and reads word-by-word. The learner gives no attention to expression.	The learner reads most of the text but word-by-word. The learner gives little to no attention to expression.	The learner reads most of the text fluently and with some expression.	The learner reads the text fluently and with good expression.

**Comprehension**

Listens to and engages with a text to:

- Answer literal questions about the details of the text
- Answer open questions about the text, including making predictions, inferences and evaluations
- Sequence text events correctly

Activity

- This can be done at any time from Week 4 to Week 7.
- Use the Anthology story from the previous week.
- Settle the class to complete a written task.
- Then, call individual learners to your desk to complete the assessment.
- Ask learners to answer 1–2 of each of the following kinds of questions about the text:

Literal Questions about Details

1. Who..?
2. What...?
3. When...?
4. How...?
5. Where...?

Make predictions

1. What do you think will happen next? Why?
2. How do you think the story will end? Why?

Sequence

1. What happened at the beginning of the story?
2. What happened at the end of the story?
3. What happened after ...?
4. What happened first: ...or...?

Inferences

1. What can you infer about....from....?
2. How do you think....?
3. Why do you think...?

Evaluations

1. Do you think that was the right thing to do? Why or why not?
2. Do you think this was the wrong thing to do? Why or why not?
3. Can you make an evaluation about (the character's) actions?

GRADE 3 | PROGRAMME OF ASSESSMENT

Assess each learner using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Literal questions about details	The learner struggles to recall any details from the story, even with prompting.	The learner correctly recalls some details from the story, with some prompting.	The learner correctly recalls most details from the story, with some prompting.	The learner correctly recalls all details from the story, with some prompting.
Predictions	The learner struggles to make a reasonable prediction.	The learner makes a reasonable prediction with support from the teacher.	The learner makes a reasonable prediction but struggles to justify the answer.	The learner makes a good prediction and can justify the answer.
Sequence	The learner struggles to correctly sequence events from the text, even with support.	The learner can correctly sequence events from the text with some support.	The learner correctly sequences events from the text but takes some time.	The learner quickly and correctly sequences all events from the text.
Inference	The learner struggles to make an inference about a character or event from the story, even with support.	The learner makes a reasonable inference about a character or event from the story, with support.	The learner makes a reasonable inference about a character or event from the story, without support.	The learner makes a good inference about a character or event from the story, without support.
Evaluations	The learner struggles to make an evaluation about a character or event from the story, even with support.	The learner makes a reasonable evaluation about a character or event from the story, with support.	The learner makes a reasonable evaluation about a character or event from the story, without support.	The learner makes a good evaluation about a character or event from the story, without support.



Handwriting

Forms all lower and uppercase letters correctly and automatically in the joined script or cursive writing.

Activity

- Do this throughout the term during Handwriting lessons.
- Use the lessons provided in the NHLRP Teaching Plan.
- During lessons, walk around and observe learners' handwriting skills.
- Take note of each learner's ability to form cursive letters correctly, to control the size and spacing of words, and to write at a good pace.
- Assess learners using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Cursive letter formation	The learner often struggles to remember correct starting points and directions. Most cursive letters are poorly or incorrectly formed.	The learner sometimes struggles to remember correct starting points and directions. Some cursive letters are poorly or incorrectly formed.	The learner knows the correct starting points and directions. Cursive letters are correctly formed but attention can be given to neatness.	The learner knows the correct starting points and directions. Cursive letters are correctly and neatly formed.
Copying of sentences	The learner writes slowly and struggles to complete sentences. The size and spacing of words is inconsistent.	The learner completes sentences but with errors. The size and spacing of words is sometimes inconsistent.	The learner completes sentences without errors. The size and spacing of words is mostly consistent.	The learner completes sentences without errors. The size and spacing of words is consistent.



Writing

Writes a story or creative text of at least 10 sentences.

Reads and edits own writing.

Activity

- Do this during the Writing lessons in Weeks 3&4.
- Use the lessons provided in the NHLRP Teaching Plan.
- At the end of the Friday lesson collect learners' books for assessment.
- Assess learners using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Originality	The idea is difficult to understand or is not original – the teacher's example is copied.	The idea is understandable and original, although similar to the example.	The idea is personal and original.	The idea is personal, original and creative.
Length and structure	The learner has written fewer than 4 correct sentences. The sentences are not correctly structured into 2 paragraphs.	The learner has written 5–6 correct sentences. The sentences are not correctly structured into 2 paragraphs.	The learner has written 7–8 correct sentences. The sentences are correctly structured into 2 paragraphs.	The learner has written 9 or more correct sentences. The sentences are correctly structured into 2 paragraphs.
Punctuation	The learner struggles to use capital letters and full stops correctly, even with support.	The learner uses capital letters and full stops correctly, but struggles with other punctuation.	The learner usually uses all taught punctuation correctly.	The learner mostly uses all taught punctuation correctly.
Evidence of process writing	There is little evidence of planning, editing or publishing.	There is some evidence of planning.	There is clear evidence that planning, editing and publishing have been used.	There is clear evidence that planning, editing and publishing have been used to good effect.



ORF Record Sheet: Sound Reading

[illegible]

GRADE 3 | GRADE 3 ORF RECORD SHEETS**NHLRP ORF**

Language: English

Grade 3

ORF Record Sheet: Word Reading

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NHLRP | National Home Language Reading Programme “