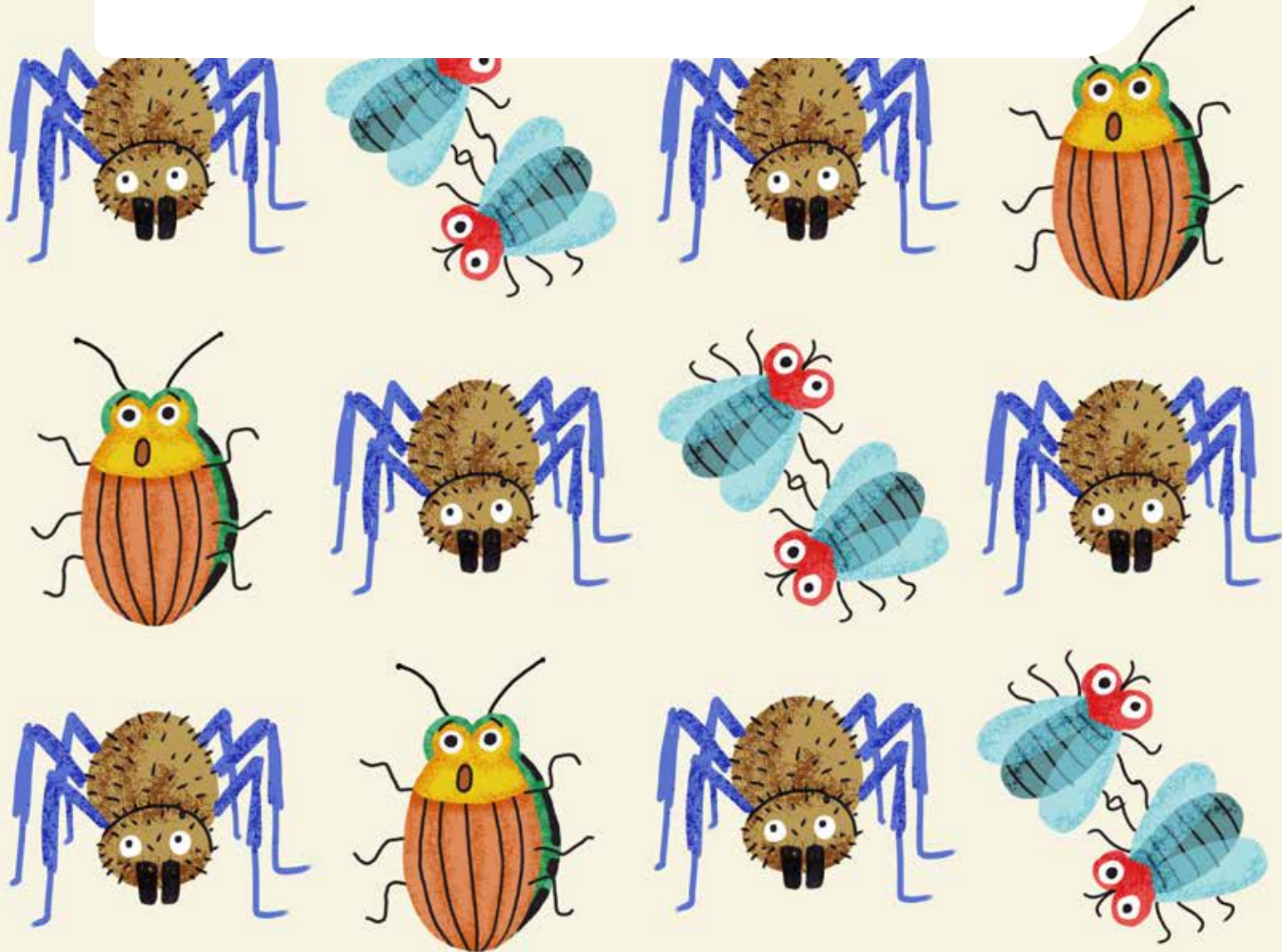


Assessment Booklet

GRADE**1****ENGLISH**

HOME LANGUAGE

TERM 3



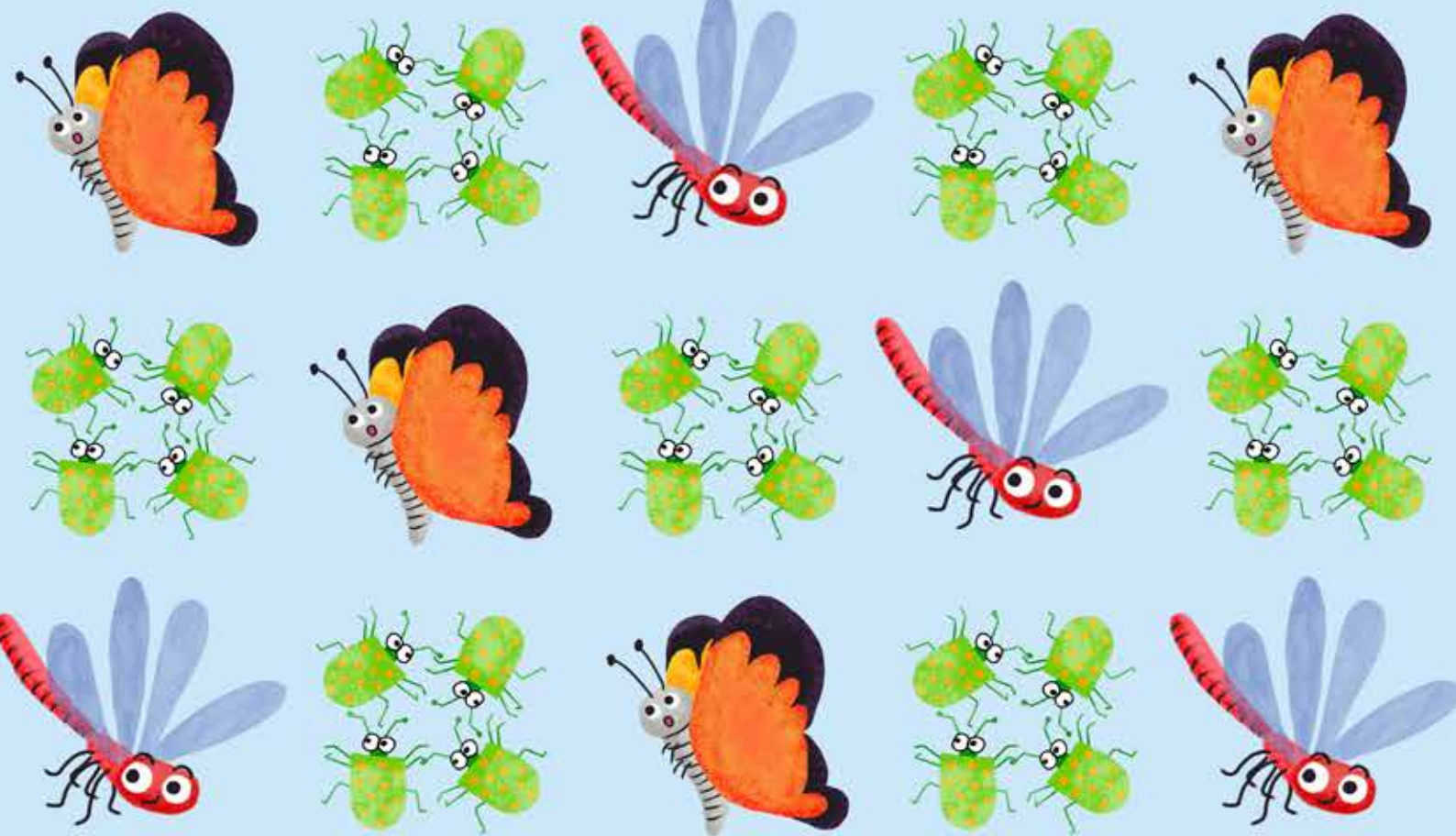
Assessment Booklet

GRADE 1 | TERM 3

ENGLISH

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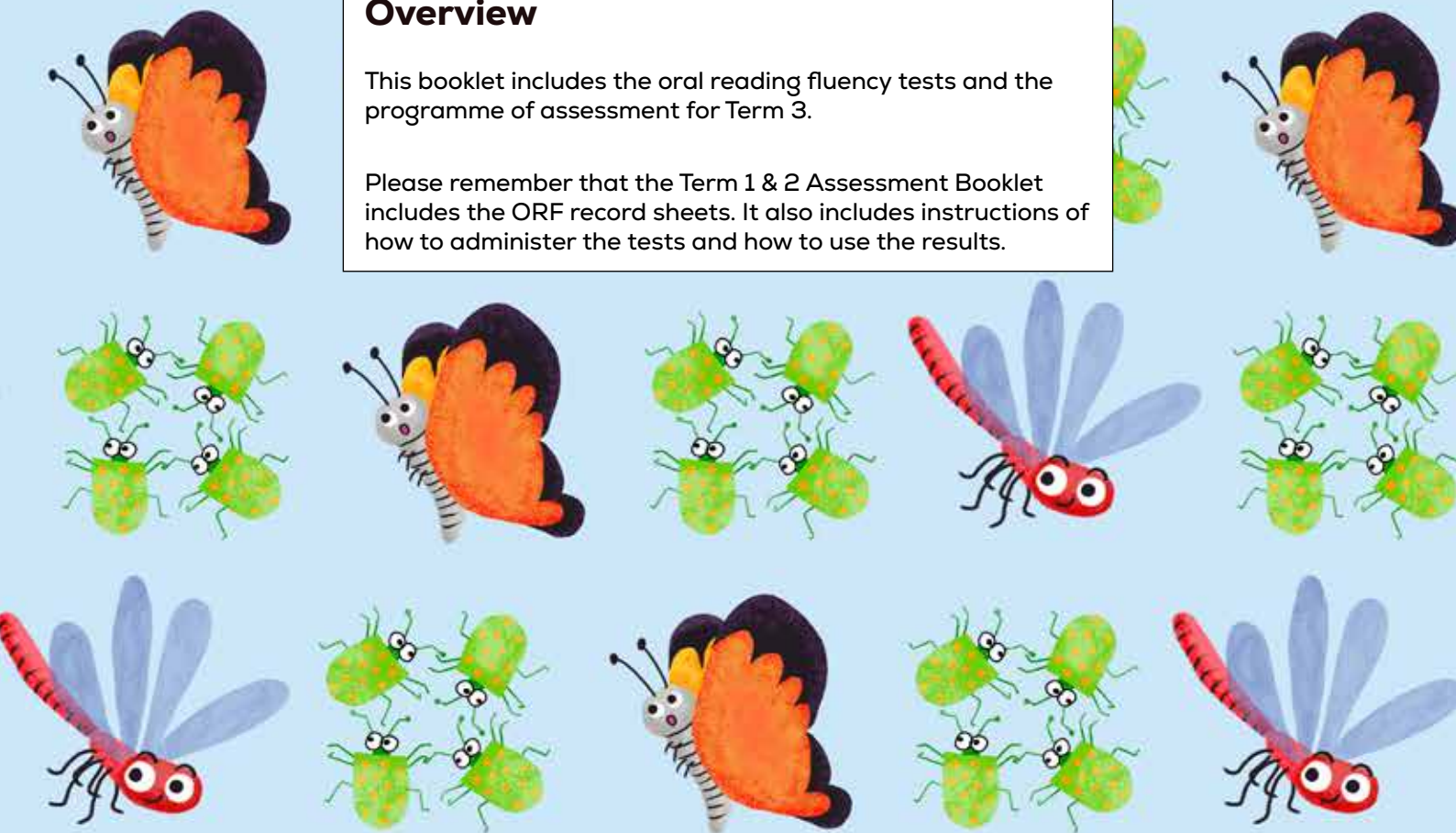


TERM 3

Overview

This booklet includes the oral reading fluency tests and the programme of assessment for Term 3.

Please remember that the Term 1 & 2 Assessment Booklet includes the ORF record sheets. It also includes instructions of how to administer the tests and how to use the results.





Term 3 ORF Tests

NHLRP ORF

Language: English

Test 1.3.A

Teacher's copy

45 sounds / 60 seconds

a	B	f	e	h	5
S	d	i	P	n	10
J	c	D	o	g	15
N	u	k	H	l	20
I	S	A	c	i	25
E	g	P	x	r	30
s	l	n	O	K	35
C	U	y	o	w	40
v	ck	b	sh	j	45

GRADE 1 | TERM 3 ORF TESTS

NHLRP ORF

Language: English

Test 1.3.A

Learner's copy

a	B	f	e	h
S	d	i	P	n
J	c	D	o	g
N	u	k	H	l
I	S	A	c	i
E	g	P	x	r
s	l	n	O	K
C	U	y	o	w
v	ck	b	sh	j

GRADE 1 | TERM 3 ORF TESTS

NHLRP ORF

Language: English

Test 1.3.B

Teacher's copy

45 words/ 60 seconds

bat	dog	wet	pen	net	5
box	pram	trek	soft	step	10
quilt	upset	squid	liquid	stuffing	15
win	stop	man	men	walk	20
pill	fluff	lost	pest	on	25
land	grin	stuff	exam	jump	30
go	and	hot	hat	fun	35
I	wilt	the	skip	yet	40
quit	dresses	scum	smell	quiet	45

NHLRP ORF

Language: English

Test 1.3.B

Learner's copy

bat	dog	wet	pen	net
box	pram	trek	soft	step
quilt	upset	squid	liquid	stuffing
win	stop	man	men	walk
pill	fluff	lost	pest	on
land	grin	stuff	exam	jump
go	and	hot	hat	fun
I	wilt	the	skip	yet
quit	dresses	scum	smell	quiet

NHLRP ORF

Language: English

Test 1.3.C

Teacher's copy

Reading passage / 60 & 180 seconds

Pam sits on the mat.	5
Pam likes to sit.	9
Meg sits and claps.	13
Meg sits and claps on the mat.	20
Meg claps and sings.	24
Pam looks.	26
Pam looks at Meg.	30
Meg runs.	32
Meg spins.	34
Meg likes to run and spin.	40
Pams looks at Meg spin.	45
Meg spins and spins.	49
Pam and Meg like school.	54
It is fun!	57

NHLRP ORF

Language: English

Test 1.3.C

Learner's copy

Pam sits on the mat.
Pam likes to sit.
Meg sits and claps.
Meg sits and claps on the mat.
Meg claps and sings.
Pam looks.
Pam looks at Meg.
Meg runs.
Meg spins.
Meg likes to run and spin.
Pam looks at Meg spin.
Meg spins and spins.
Pam and Meg like school.
It is fun!



NHLRP ORF

Language: English

Test 1.3.D

Teacher's copy

4 oral comprehension questions

Question Type: Retrieval of Explicit Information

1. Who sits and looks?

Answer: Pam sits and looks.

Question Type: Retrieval of Explicit Information

2. What does Meg do on the mat?

Answer: Meg sits and claps on the mat. / Meg claps and sings.

Question Type: Straightforward Inference

3. Why do you think Pam sits and looks?

Learner's own answer, for example:

Answer: Pam is shy.

Answer: Pam prefers to watch other children.

Answer: Pam is a quiet girl.

Question Type: Examine and Evaluate

4. Who do you want to play with - Pam or Meg? Why?

Learner's own answer, for example:

Answer: I want to play with Pam because I prefer to watch other children.

Answer: I want to play with Meg because I like to be busy and do fun things.



Term 3 Analysis Form

NHLRP ORF

Language: English

Grade 1 Term 3

Analysis Form

Sounds 1.3.A	Error Tally	Total
a		
B		
f		
e		
h		
S		
d		
i		
p		
n		
J		
c		
D		
o		
g		
N		
u		
k		
H		
l		
l		
S		
A		
c		
i		
E		
g		
P		
x		
r		
s		
l		

GRADE 1 | TERM 3 ANALYSIS FORM

NHLRP ORF

Language: English

Grade 1 Term 3

Analysis Form

Sounds 1.3.A	Error Tally	Total
n		
O		
K		
C		
U		
y		
o		
w		
v		
ck		
b		
sh		
j		

GRADE 1 | TERM 3 ANALYSIS FORM

NHLRP ORF Language: English Grade 1 Term 3 Analysis Form		
Words 1.3.B	Error Tally	Total
bat		
dog		
wet		
pen		
net		
box		
pram		
trek		
soft		
step		
quilt		
upset		
squid		
liquid		
stuffing		
win		
stop		
man		
men		
walk		
pill		
fluff		
lost		
pest		
on		
land		
grin		
stuff		
exam		
jump		
go		
and		
hot		
hat		
fun		

GRADE 1 | TERM 3 ANALYSIS FORM

NHLRP ORF Language: English Grade 1 Term 3 Analysis Form		
Words 1.3.B	Error Tally	Total
I		
wilt		
the		
skip		
yet		
quit		
dresses		
scum		
smell		
quiet		



Programme of Assessment

GRADE 1 TERM 3

The current ATP provides a model School Based Assessment (SBA) for every term. According to this, the following skills and concepts should be assessed in Term 3:

COMPONENT	TASK
 Listening & Speaking	Listens for the details in stories. Answers open-ended questions.
 Phonics	Recognises common consonant digraphs in a word.
 Reading & Comprehension	Reads aloud from book at own level. Uses sight words, phonics, contextual and structural analysis decoding skills. Monitors self when reading, both in the area of word recognition and comprehension. Recognises cause and effect in the story. Answers higher-order questions based on the passage read (e.g. "do you think...? Why did...?")
 Handwriting	Forms lower case letters correctly according to size and position. Starts and ends in the correct place automatically.
 Writing	Writes 2 sentences of own news, with correct sentence construction.

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

Listens for the details in stories.
Answers open-ended questions.

Activity

- Do this in Week 5 or 6 during Group Guided Reading.
- Call individual learners to your desk.
- Ask each learner the following questions about the Week 4 Anthology Story: Granny's stone soup
- Assess each learner using the rubric that follows.

Recall of details

1. What did Granny add to the water?
Answer: Granny added stones to the water.
2. Name two vegetables that people added to the soup.
Answer: Any two: potatoes, carrots, onions
3. What meat was added to the soup?
Answer: A chicken was added to the soup.
4. Who sang a song after the feast?
Answer: Tselane sang a song after the feast.

Next, ask the learner the following open-ended questions:

1. Why do you think the soup tasted good? Was it because of the stones?
Learner's own answer. For example:
I think it tasted good because of all the other ingredients that people added.
2. Do you think it was wrong of Granny to trick the villagers? Why or why not?
Learner's own answer. For example:
I think it was wrong - Granny could have just asked everyone to bring something for the soup.
I don't think it was wrong - Granny got everyone to work together to make a wonderful meal without fighting.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Recall of details	The learner gives 1 correct answer.	The learner gives 2 correct answers.	The learner gives 3 correct answers.	The learner gives 4 correct answers.
Open-ended questions	The learner struggles to answer one open-ended question, even with support from the teacher.	The learner answers both open-ended questions with significant support from the teacher.	The learner answers both open-ended questions with some support from the teacher.	The learner answers both open-ended questions independently and correctly.



Phonics

Recognises common consonant digraphs in a word.

Activity

- Do this at the end of the term.
- Call individual learners to your desk.
- Ask them to read the words that follow.

stop	spin
snip	slap
smell	prank
tram	brunt

GRADE 1 | PROGRAMME OF ASSESSMENT

- Use the conversion table below to convert to a level.

Number of words read correctly	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.

Monitors self when reading, both in the area of word recognition and comprehension.

Activity

- Do this at the end of the term.
- Use NHLRP ORF Test: 1.3.C

Implementation

- Call learners one-by-one to complete the ORF test, as per instructions.
- Document the learner's ORF results on the ORF Record Sheet.
- Assess each learner using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Decoding skills	The learner's ORF score is well below the National Reading Benchmark.	The learner's ORF score is slightly below the National Reading Benchmark.	The learner's ORF score meets the National Reading Benchmark.	The learner's ORF score exceeds the National Reading Benchmark.
Self-monitoring of reading skills	The learner is not able to self-monitor his/her reading skills at all.	The learner occasionally stops and rereads a word or sentence in order to self-correct or gain understanding.	The learner frequently stops and rereads a word or sentence in order to self-correct or gain understanding.	The learner reads fluently. Should the learner struggle, he/she is aware and self-corrects immediately.



Comprehension

Recognises cause and effect in the story.

Answers higher-order questions based on the passage read (e.g. “do you think...? Why did...?”)

Activity 1

- Do this in Week 4 during Group Guided Reading.
- Call individual learners to your desk.
- Ask each learner the following questions about the Week 3 Anthology Story: My grandmother's story

Cause and effect:

- Why did grandmother teach Lungi to make clay pots?
Answer: Because Lungi said she wanted to make clay pots, just like her grandmother.
- Why could granny not find the first pot she ever made, the day after she made it?
Answer: Because she left it to dry in the sun, but it rained, and the clay was washed away.

Higher-order questions (inferences):

- Do you think granny was a good teacher? Why or why not?
Answer: Learner's own answer, must be justified.
For example:
I think granny was a good teacher because she was patient with Lungi.
I don't think granny was a good teacher because she told Lungi to leave the pots outside when it was going to rain.
- Why do you think granny didn't make her daughter learn to make pots?
Answer: Learner's own answer, must be justified.
For example:
I think granny could see that her daughter was not interested in making pots.
I think granny wanted her daughter to be a really good singer and dancer, so she left the pots alone.

- Assess each learner using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Cause and effect	The learner struggles to answer the questions, even with support from the teacher.	The learner manages to answer one question with support from the teacher.	The learner correctly answers one question independently.	The learner correctly answers both questions independently.
Higher-order questions (inferences)	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.



Handwriting

Starts and ends in the correct place automatically.

Forms lower case letters correctly according to size and position.

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.
- Towards the end of the term go through learners' books to observe handwriting progress.
- Assess learners using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Lower-case letter formation	Most lower-case letters are poorly or incorrectly formed.	Some lower-case letters are poorly or incorrectly formed.	Lower-case letters are correctly formed but attention can be given to neatness.	Lower-case letters are correctly and neatly formed.
Starting points and directions	The learner often struggles to remember correct starting points and directions.	The learner sometimes struggles to remember correct starting points and directions.	The learner knows the correct starting points and directions, but occasionally makes a mistake.	The learner knows and uses starting points and directions correctly.



Writing

Writes 2 sentences of own news, with correct sentence construction.

Activity

- Do this during the Writing lessons in Weeks 5, 6 or 7.
- 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
Length	The learner struggles to complete one sentence.	The learner completes one sentence.	The learner completes two sentences.	The learner completes more than two sentences.
Sentence construction	The word order is incorrect and there are missing words.	The word order is incorrect or there are missing words.	The sentences are basic but correctly structured.	The sentences are interesting and correctly structured.

