

Assessment Booklet

GRADE

2

ENGLISH

HOME LANGUAGE

TERM 3





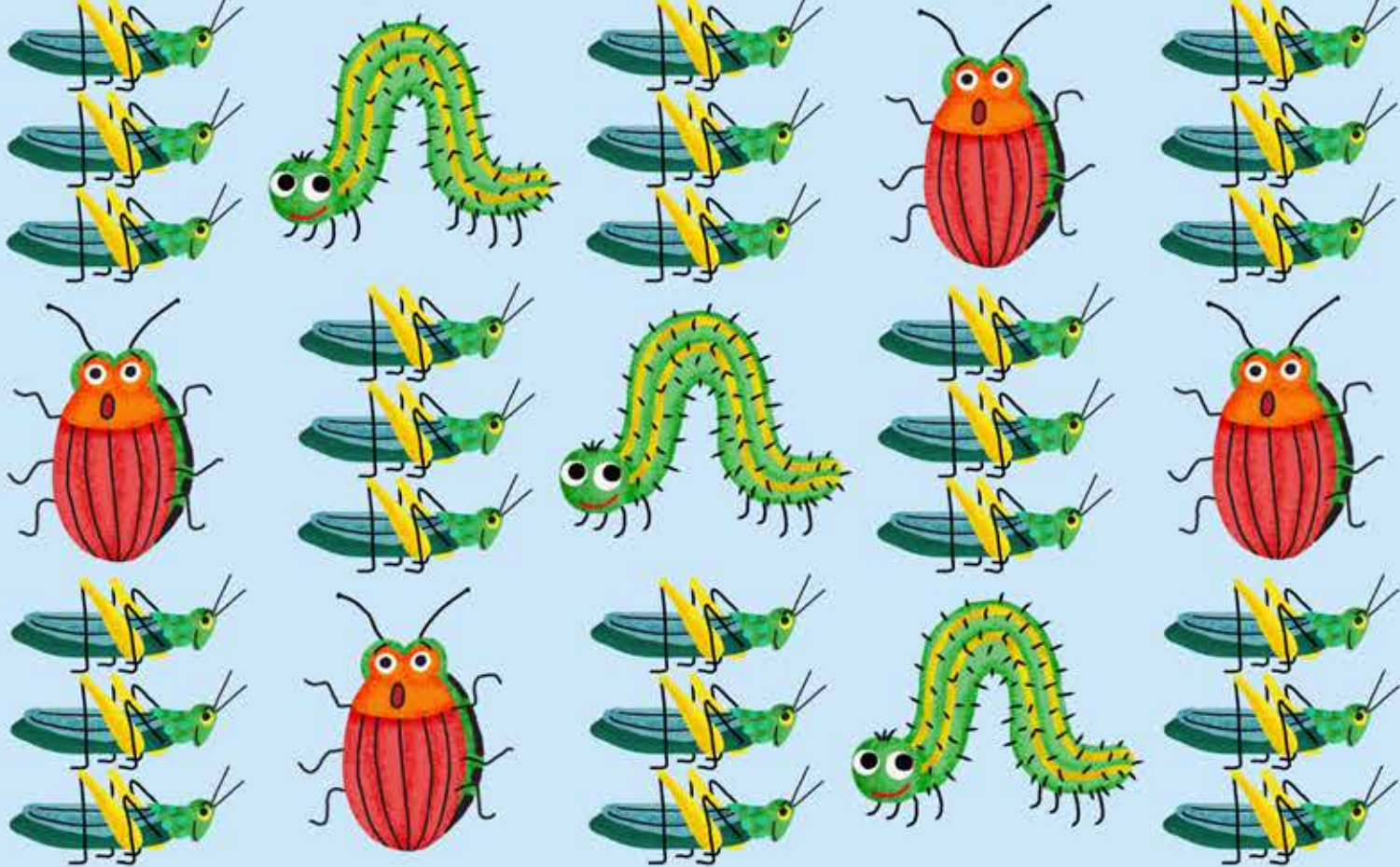
Assessment Booklet

GRADE 2 | TERM 3

ENGLISH

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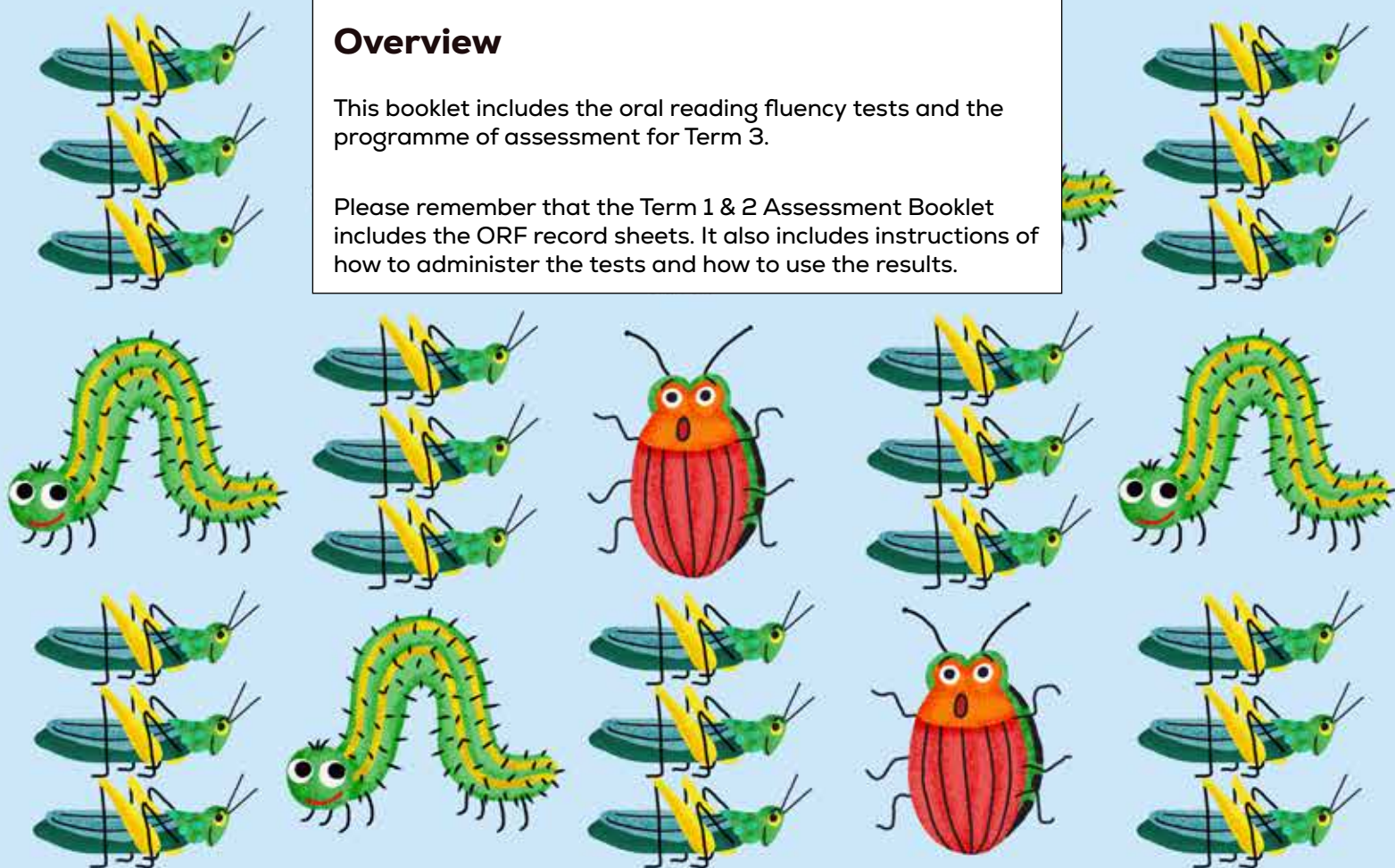


TERM 3

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 2.3.A

Teacher's copy

60 sounds / 60 seconds

W	i	b	N	r	5
e	t	v	u	D	10
o	c	R	g	X	15
p	a	h	J	F	20
h	x	j	A	N	25
M	E	v	o	I	30
p	Q	O	ck	ph	35
h	ar	O	U	e	40
qu	t	ch	sh	wh	45
aw	th	lt	ck	kn	50
oo	ar	ng	eke	ane	55
ss	ear	ea	ie	zz	60

GRADE 2 | TERM 3 ORF TESTS

NHLRP ORF

Language: English

Test 2.3.A

Learner's copy

60 sounds / 60 seconds

W	i	b	N	r
e	t	v	u	D
o	c	R	g	X
p	a	h	J	F
h	x	j	A	N
M	E	v	o	I
p	Q	O	ck	ph
h	ar	O	U	e
qu	t	ch	sh	wh
aw	th	lt	ck	kn
oo	ar	ng	eke	ane
ss	ear	ea	ie	zz

GRADE 2 | TERM 3 ORF TESTS

NHLRP ORF

Language: English

Test 2.3.B

Teacher's copy

60 words/ 60 seconds

end	my	play	rat	let	5
part	meat	glass	market	tree	10
cat	put	hotdog	sip	lip	15
shirt	horse	count	coin	third	20
were	chirp	listen	pants	chord	25
of	she	two	crab	clap	30
pie	glide	baby	tiger	round	35
tilted	hour	crust	uniforms	goat	40
bleak	girl	paper	turning	cheer	45
art	free	read	flop	her	50
instead	student	garden	what	blue	55
bark	dirty	steer	broom	found	60

GRADE 2 | TERM 3 ORF TESTS**NHLRP ORF**

Language: English

Test 2.3.B

Learner's copy

60 words/ 60 seconds

end	my	play	rat	let
part	meat	glass	market	tree
cat	put	hotdog	sip	lip
shirt	horse	count	coin	third
were	chirp	listen	pants	chord
of	she	two	crab	clap
pie	glide	baby	tiger	round
tilted	hour	crust	uniforms	goat
bleak	girl	paper	turning	cheer
art	free	read	flop	her
instead	student	garden	what	blue
bark	dirty	steer	broom	found

NHLRP ORF

Language: English

Test 2.3.C

Teacher's copy

Reading passage / 60 & 180 seconds

Andile wanted to go to the park.	7
“Will you come to the park, Hamza?” Andile asked her friend. “We can have fun.”	15 22
“But I am reading.” said Hamza. “My new book is great. It is about a hunter, and a sword, and a big storm.”	30 40 45
Andile felt sad. She thought and thought. And then she clapped her hands - she had a great idea!	53 63 64
Andile climbed into her toybox. She grabbed her blue cloak. She grabbed her black cloak.	71 79
Then she packed a bag. She put two apples and some nuts in her bag. She put two bottles of water in her bag.	88 98 103
Then Andile went outside. She searched and searched for two long sticks.	110 115
When she was done, Andile took the cloaks, sticks and bag to Hamza.	123 128

“Hamza, you must come to the park!” said	136
Andile. “Look, we can play a game about your	145
book. We can pretend to be hunters. We can	154
wear cloaks. We can pretend these sticks are	162
swords. We can pretend there is a storm. We	171
can eat the food I packed.”	177
“Oh wow! Thanks Andile.” said Hamza. “That	184
will be fun! I will come to the park.”	193

NHLRP ORF

Language: English

Test 2.3.C

Learner's copy

Andile wanted to go to the park.

“Will you come to the park, Hamza?” Andile asked her friend. “We can have fun.”

“But I am reading.” said Hamza. “My new book is great. It is about a hunter, and a sword, and a big storm.”

Andile felt sad. She thought and thought. And then she clapped her hands - she had a great idea!

Andile climbed into her toybox. She grabbed her blue cloak. She grabbed her black cloak.

Then she packed a bag. She put two apples and some nuts in her bag. She put two bottles of water in her bag.

Then Andile went outside. She searched and searched for two long sticks.

When she was done, Andile took the cloaks, sticks and bag to Hamza.

“Hamza, you must come to the park!” said Andile. “Look, we can play a game about your book. We can pretend to be hunters. We can wear cloaks. We can pretend these sticks are swords. We can pretend there is a storm. We can eat the food I packed.”

“Oh wow! Thanks Andile.” said Hamza. “That will be fun! I will come to the park.”



NHLRP ORF

Language: English

Test 2.3.D

Teacher's copy

8 oral comprehension questions

Question Type: Retrieval of Explicit Information

1. Who wants to go to the park?

Answer: Andile wants to go to the park.

Question Type: Retrieval of Explicit Information

2. Why doesn't Hamza want to go to the park at first?

Answer: Hamza is reading. / Hamza is reading a great book. / Hamza is enjoying his book about a hunter, a sword and a big storm.

Question Type: Retrieval of Explicit Information

3. What does Andile grab from her toybox?

Answer: She grabs a blue cloak and a black cloak.

Question Type: Retrieval of Explicit Information

4. What fruit does Andile pack in her bag?

Answer: She packs two apples.

Question Type: Straightforward Inference

5. Why do you think Andile collects her cloaks, two sticks and a bag of food?

Answer: *Learner's own answer, for example:*

I think Andile wants to make up a game like the story Hamza is reading.

I think Andile thinks Hamza will come to the park if the game is like his book.

Question Type: Straightforward Inference

6. Do you think Andile is a creative person? Give a reason for your answer.

Answer: *Learner's own answer, for example:*

I don't think Andile is creative because she copies Hamza's story for her game.

I do think Andile is creative because she makes up a new game that her friend will like.

Question Type: Interpret and integrate

7. Do you think Andile will make the big storm part of the game? How do you think she will do this?

Answer: *Learner's own answer, for example:*

I don't think she will make the storm part of the game because she can't make it rain.

I do think she will make the storm part of the game. She can pretend it is raining and they can look for shelter.

Question Type: Examine and Evaluate

4. Do you think Andile is a good friend? Give a reason for your answer.

Answer: *Learner's own answer, for example:*

I don't think Andile is a good friend because she should leave Hamza to read his book.

I think Andile is a good friend because she makes up a game that Hamza will be interested in.



Term 3 Analysis Form

NHLRP ORF

Language: English

Grade 2 Term 3

Analysis Form

Sounds 2.3.A	Error Tally	Total	Words 2.3.B	Error Tally	Total
W			end		
i			my		
b			play		
N			rat		
r			let		
e			part		
t			meat		
v			glass		
u			market		
D			tree		
o			cat		
c			put		
R			hotdog		
g			sip		
X			lip		
p			shirt		
a			horse		
h			count		
J			coin		
F			third		
h			were		
x			chirp		
j			listen		
A			pants		
N			chord		
M			of		
E			she		
v			two		
o			crab		
I			clap		

GRADE 2 | TERM 3 ANALYSIS FORM

NHLRP ORF

Language: English

Grade 2 Term 3

Analysis Form continued

Sounds 2.3.A	Error Tally	Total	Words 2.3.B	Error Tally	Total
p			pie		
Q			glide		
O			baby		
ck			tiger		
ph			round		
h			tilted		
ar			hour		
O			crust		
U			uniforms		
e			goat		
qu			bleak		
t			girl		
ch			paper		
sh			turning		
wh			cheer		
aw			art		
th			free		
lt			read		
ck			flop		
kn			her		
oo			instead		
ar			student		
ng			garden		
eke			what		
ane			blue		
ss			bark		
ear			dirty		
ea			steer		
ie			broom		
zz			found		



Programme of Assessment

GRADE 2 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 to a sequence of instructions and responds appropriately. Listens for the detail in stories and answers open-ended questions. For example, works out cause and effect.
 Phonics	Recognises vowel digraphs. Build words using the consonant and vowel digraphs, consonant blends, double consonants taught this year.
 Reading & Comprehension	Reads aloud from book at own level. Uses sight words, phonics, contextual and structural analysis decoding skills. Monitors self when reading, both word recognition and comprehension. Listens, engages with a text and: • Answers literal questions • Makes predictions • Reorders events in correct sequence • Makes inferences
 Handwriting	Maintains uniformity and alignment: size of lower case and upper case letters in a word.
 Writing	Writes 1- 2 paragraphs (at least eight sentences) on personal experiences or events. Uses correct punctuation (full stops, commas, question marks, exclamation mark) so that others can read what has been written.

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 to a sequence of instructions and responds appropriately.

Listens for the detail in stories and answers open-ended questions. For example, works out cause and effect.

Activity 1

- Do this in Week 3 during Group Guided Reading.
- Call individual learners to your desk.
- Give each learner a series of 4 instructions to follow.
For example:
 - Sit down on the chair next to me;
 - Open this book to page 35;
 - Point at the picture;
 - Clap your hands 3 times.
- Take note of how the learner usually responds to instructions.

Activity 2

- Engaging with a story
- Ask each learner the following questions about the Week 2 Anthology Story: The winter holiday

Recall of details:

1. What did Zweli's friend see in Maputo?
Answer: She saw tall buildings, the beach and the ocean.
2. What is the name of the waterfall that Zweli's friend saw?
Answer: He saw the Victoria Falls.
3. Where did one of Zweli's friends buy a backpack?
Answer: She bought in Johannesburg.
4. What were two things that Mr Maboya did during his holiday?
Answer (any two): He stayed home; he read books; he planted tomatoes; he spent time with his family.

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

- How did Zweli feel after hearing about his friends' holidays, and what made him feel better?
Answer: Zweli felt bad, he thought his holiday had been boring. But then Mr Maboya made him feel better because he also stayed home. He made Zweli think of all the nice things he did at home.
- Why do you think Zweli was eager to talk about what he did during the holidays?
Answer: Learner's own answer, but it must be justified. For example:
I think Zweli was eager because he realised that he enjoyed his holiday and did nice things at home.
I think Zweli was eager because Mr Maboya helped him understand that a holiday at home can be interesting.

GRADE 2 | PROGRAMME OF ASSESSMENT

- Assess each learner using the rubric that follows.

RUBRIC	Level 1	Level 2	Level 3	Level 4
Following of instructions	The learner recalls and responds to 1 instruction correctly.	The learner recalls and responds to 2 instructions correctly.	The learner recalls and responds to 3 instructions correctly.	The learner recalls and responds to 4 instructions correctly.
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 answers one open-ended question with significant 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 vowel digraphs. Recognises consonant blends and double consonants.
Build words using the consonant and vowel digraphs, consonant blends and double consonants taught this year.

- In Weeks 2-7 on Fridays, learners complete the Word Build activity found in the Core Reader.
- At the end of the Friday lessons collect learners' books for assessment.
- Assess learners using the rubric that follows.

RUBRIC	Level 1	Level 2	Level 3	Level 4
Number of correct words built each week	On average, the learner builds 0 - 3 words each week.	On average, the learner builds 4 - 6 words each week.	On average, the learner builds 7 - 9 words each week.	On average, the learner builds 10 or more words each week.
Use of vowel digraphs	The learner avoids building words that include vowel digraphs.	The learner is competent at building words that include vowel digraphs.	The learner is good at building words that include vowel digraphs.	The learner excels at building words that include vowel digraphs.
Use of consonant digraphs, consonant blends and double consonants	The learner avoids building words that include consonant digraphs, consonant blends and double consonants.	The learner is competent at building words that include consonant digraphs, consonant blends and double consonants.	The learner is good at building words that include consonant digraphs, consonant blends and double consonants.	The learner excels at building words that include consonant digraphs, consonant blends and double consonants.



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: 2.3.C
- 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

Answers literal questions.

Makes predictions.

Reorders events in correct sequence.

Makes inferences.

Activity

- Do this in Week 7 during Group Guided Reading.
- Remind learners of the Week 6 Anthology Story: Musa Motha: A gravity defying dancer
- Write the following questions on the board.
- Read the questions aloud and explain how they should be answered.
- At the end of the lesson, collect learners' books for marking.
- Use the memorandum provided.

Answers literal questions

1. What sport did Musa play as a young boy?
 - a. basketball
 - b. soccer
 - c. tennis
2. What did Musa do to stop the cancer in his knee from spreading?
 - a. He took medicine.
 - b. He learnt how to dance.
 - c. He had his leg amputated.

Make predictions

3. Do you think Musa will be successful as a dancer? Why or why not?
Yes, I think so because ...
No, I do not think so because ...

Reorders events in correct sequence

4. Read the following sentences and work out which happened first, which happened next and which happened last.
Write the number of the sentences in the correct order.
 - a. Musa learnt to dance with one leg.
 - b. Musa hurt his knee playing soccer.
 - c. Musa was given a sound system and fell in love with music.

Makes inferences

5. What do you think gravity is?
 - a. A force that pulls things down towards the ground
 - b. A strong wind
 - c. A magnet that attracts metal things
6. Why do you think this is what gravity is?
I think it is gravity because ...

Memorandum

1. b (1 mark)
2. c (1 mark)
3. Learner's own answer:
Completing the answer (1 mark)
Justifying the answer (1 mark)
4. b, c, a (1 mark - must all be correct)
5. a (1 mark)
6. Learner must give a reasonable explanation (2 marks)
 - Use the conversion table below to convert to a level.

Total marks out of 8	LEVEL
1 – 2	1
3 – 4	2
5 – 6	3
7 – 8	4



Handwriting

Maintains uniformity and alignment: size of lower case and upper case letters in a word.

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
Letter formation	Most letters are poorly or incorrectly formed.	Some letters are poorly or incorrectly formed.	Letters are correctly formed but attention can be given to neatness.	Letters are correctly and neatly formed.
Consistency of letter size	Size of letters is vastly inconsistent, and upper-case letters are not proportionately bigger than lower-case letters.	Size of letters is inconsistent, and upper-case letters are not proportionately bigger than lower-case letters.	There is occasional inconsistency in the size of letters or inappropriate proportion between upper and lower-case letters.	Letter size is consistent and there is appropriate proportion between upper and lower-case letters.



Writing

Writes 1- 2 paragraphs (at least eight sentences) on personal experiences or events.

Uses correct punctuation (full stops, commas, question marks, exclamation mark) so that others can read what has been written.

Activity

- Do this for the writing cycle in Weeks 5-6, where learners write about: Someone in my life who loves to dance
- Use the lessons provided in the NHLRP Teaching Plan.
- At the end of the Week 6 Friday lesson collect learners' books for assessment.
- Assess learners using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Structure	There is no sense of paragraphs being used.	The sentences are written in paragraph form, but there is not one main idea per paragraph.	The sentences are correctly structured into 2 paragraphs, but the second paragraph is incomplete.	The sentences are correctly structured into 2 complete paragraphs.
Length	The learner has written fewer than 3 correct sentences.	The learner has written 4-5 correct sentences.	The learner has written 6-7 correct sentences.	The learner has written 8 or more correct sentences.
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.

