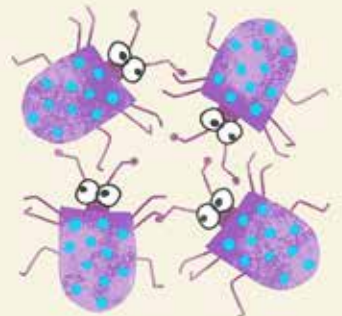
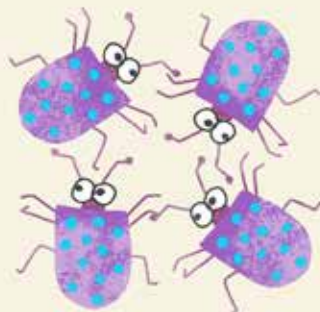
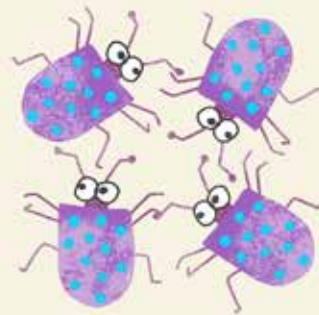
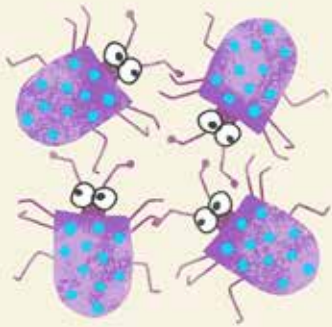
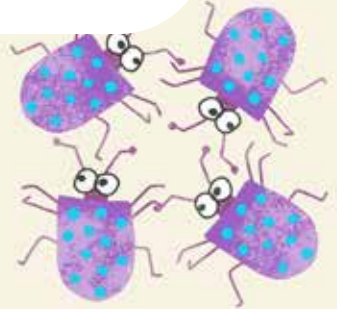
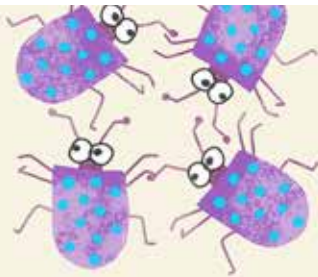


Assessment Booklet

GRADE**3****ENGLISH**

HOME LANGUAGE

TERM 3



Assessment Booklet

GRADE 3 | TERM 3

ENGLISH

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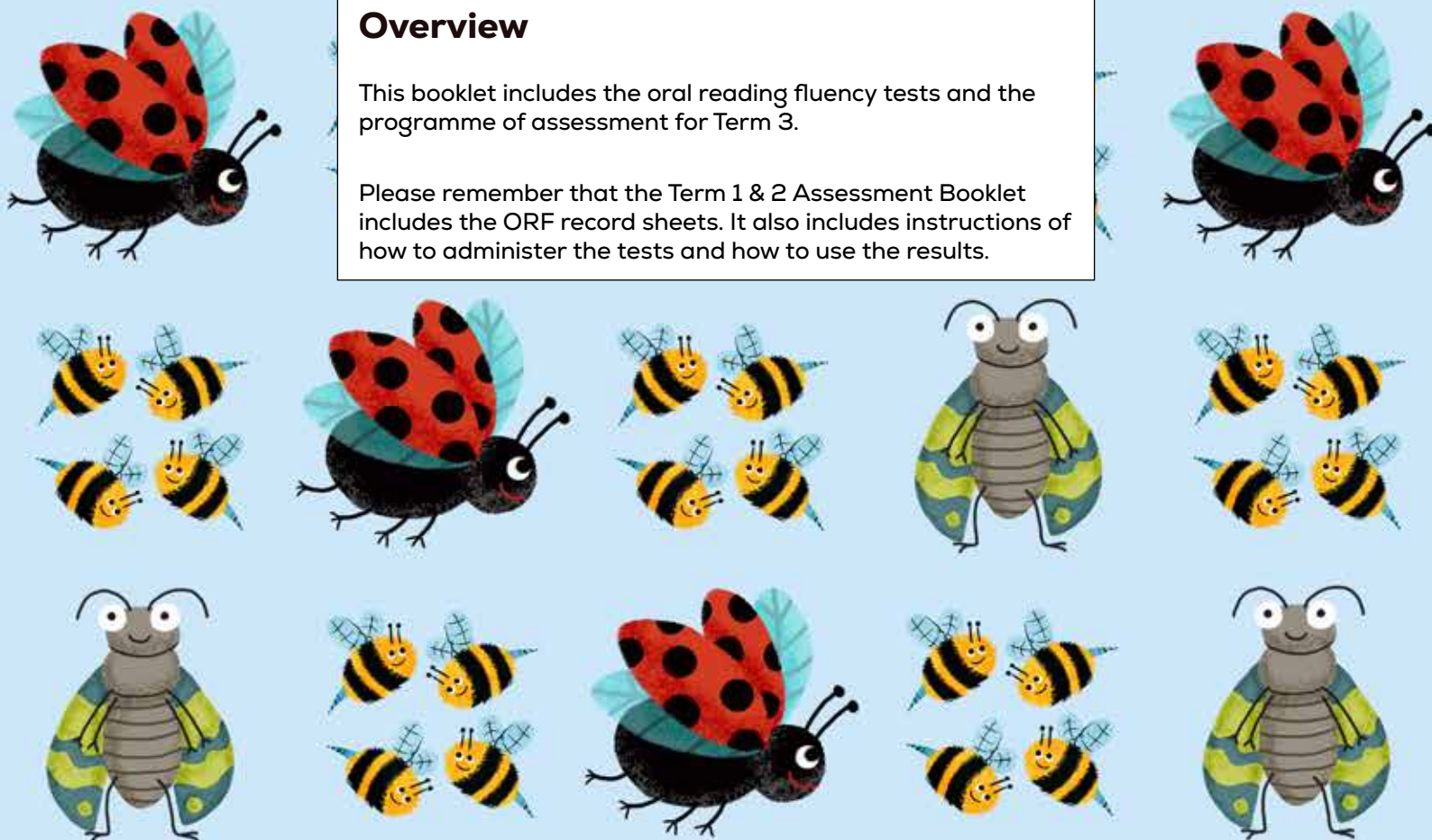


TERM 3

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 3.3.A

Teacher's copy

60 sounds / 60 seconds

w	V	u	M	s	5
h	a	c	Q	o	10
B	E	x	i	y	15
g	z	e	D	F	20
E	kn	P	R	str	25
qu	ir	I	ee	A	30
wh	lt	i	O	nk	35
W	M	tch	U	or	40
th	ng	ph	ch	ear	45
zz	shr	sh	eer	ck	50
eve	au	gh	ee	ir	55
ou	ode	ie	str	eigh	60

GRADE 3 | TERM 3 ORF TESTS

NHLRP ORF

Language: English

Test 3.3.A

Learner's copy

60 sounds / 60 seconds

w	V	u	M	s
h	a	c	Q	o
B	E	x	i	y
g	z	e	D	F
E	kn	P	R	str
qu	ir	I	ee	A
wh	lt	i	O	nk
W	M	tch	U	or
th	ng	ph	ch	ear
zz	shr	sh	eer	ck
eve	au	gh	ee	ir
ou	ode	ie	str	eigh

GRADE 3 | TERM 3 ORF TESTS

NHLRP ORF

Language: English

Test 3.3.B

Teacher's copy

60 words/ 60 seconds

trip	sun	smell	mow	pond	5
shrug	bench	spend	knock	year	10
next	scholar	pretend	knee	careless	15
extend	catcher	argue	wrong	colourful	20
under	blue	written	anchor	could	25
year	smash	choir	again	crunch	30
does	you	wink	plot	blink	35
rescue	knocking	wouldn't	beautiful	whole	40
throat	stink	listen	three	deaf	45
bird	school	sank	soft	sing	50
weigh	colourful	twitch	neighbour	thought	55
collar	visitor	pretend	regular	harden	60

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

Language: English

Test 3.3.B

Learner's copy

60 words/ 60 seconds

trip	sun	smell	mow	pond
shrug	bench	spend	knock	year
next	scholar	pretend	knee	careless
extend	catcher	argue	wrong	colourful
under	blue	written	anchor	could
year	smash	choir	again	crunch
does	you	wink	plot	blink
rescue	knocking	wouldn't	beautiful	whole
throat	stink	listen	three	deaf
bird	school	sank	soft	sing
weigh	colourful	twitch	neighbour	thought
collar	visitor	pretend	regular	harden

NHLRP ORF

Language: English

Test 3.3.C

Teacher's copy

Reading passage / 60 & 180 seconds

On Monday morning, Josh grabbed his school bag and ran all the way to school. He was so excited about the big race on Friday that he left his lunch box on the kitchen table.	10 23 35
At break time, Josh's tummy rumbled like thunder. He sat alone under a big tree and watched the other children eat their food.	45 56 58
His best friend Anna saw his sad face. "Where is your lunch?" she asked.	69 72
"I left it at home," Josh whispered. His cheeks felt hot.	83
Anna smiled and broke her peanut butter sandwich in half. "We can share," she said. She also gave him one of her two fruits.	93 106 107
On Friday, it was time for the big race. Josh and Anna lined up with the other Grade 3 runners. When the whistle blew, Josh shot off like a rocket. He was in front!	120 131 141
Then he heard a cry behind him. Anna had tripped over a stone and fallen on the grass. Her knee was bleeding.	153 163
Josh stopped running. He turned around, helped Anna up, and walked slowly with her to the finish line. They came last, together, but the other children clapped for them.	172 183 192
That night, Josh told his dad about the race. Dad smiled and said, "You did not win a medal, my boy, but you won something better."	203 216 218
Josh smiled too. He knew exactly what his dad meant.	228



NHLRP ORF

Language: English

Test 3.3.C

Learner's copy

On Monday morning, Josh grabbed his school bag and ran all the way to school. He was so excited about the big race on Friday that he left his lunch box on the kitchen table.

At break time, Josh's tummy rumbled like thunder. He sat alone under a big tree and watched the other children eat their food.

His best friend Anna saw his sad face. "Where is your lunch?" she asked.

"I left it at home," Josh whispered. His cheeks felt hot.

Anna smiled and broke her peanut butter sandwich in half. "We can share," she said. She also gave him one of her two fruits.

On Friday, it was time for the big race. Josh and Anna lined up with the other Grade 3 runners. When the whistle blew, Josh shot off like a rocket. He was in front!

Then he heard a cry behind him. Anna had tripped over a stone and fallen on the grass. Her knee was bleeding.

Josh stopped running. He turned around, helped Anna up, and walked slowly with her to the finish line. They came last, together, but the other children clapped for them.

That night, Josh told his dad about the race. Dad smiled and said, "You did not win a medal, my boy, but you won something better."

Josh smiled too. He knew exactly what his dad meant.

NHLRP ORF

Language: English

Test 3.3.D

Learner's copy: Written comprehension

Tick the correct answer

1. **What did Josh leave at home?**
 - a. *his school bag*
 - b. *his lunch box*
 - c. *his running shoes*
2. **What did Anna give Josh at lunch time?**
 - a. *an apple and some juice*
 - b. *a whole sandwich*
 - c. *half a peanut butter sandwich and a fruit*
3. **In this story, Anna helped Josh, and later Josh helped Anna. What does this show us about their friendship?**
 - a. *They only help each other to get something back.*
 - b. *They help each other with problems.*
 - c. *They like racing more than eating lunch.*
4. **Do you think Josh made the right choice when he stopped to help Anna?**
 - a. *Yes, because helping is more important than winning.*
 - b. *No, because he should've won the race.*
 - c. *No, because Anna would want Josh to win.*
5. **What lesson does this story teach us?**
 - a. *That helping a friend is more important than winning.*
 - b. *That we must look where we are going.*
 - c. *That we must take lunch to school.*

Complete the answers

6. **When was the big race?**
The big race was on _____.
7. **Why did Anna fall?**
Anna fell because she tripped over a _____.
8. **Why do you think Josh's cheeks felt hot when he spoke to Anna?**
I think Josh's cheeks felt hot because _____.
9. **Do you think Josh was a fast runner?**
I think Josh was / was not a fast runner because _____.
10. **What did Dad mean when he said Josh won "something better than a medal"?**
I think Dad meant that _____
_____.
11. **Do you think Josh has a good or bad dad?**
I think Josh has a good / bad dad because _____

_____.

NHLRP ORF

Language: English

Test 3.3.D

Teacher's copy: Written comprehension

Tick the correct answer (5 marks)

1. **What did Josh leave at home?**
 - a. *his school bag*
 - b. *his lunch box* ✓
 - c. *his running shoes*
2. **What did Anna give Josh at lunch time?**
 - a. *an apple and some juice*
 - b. *a whole sandwich*
 - c. *half a peanut butter sandwich and a fruit* ✓
3. **In this story, Anna helped Josh, and later Josh helped Anna. What does this show us about their friendship?**
 - a. *They only help each other to get something back.*
 - b. *They help each other with problems.* ✓
 - c. *They like racing more than eating lunch.*
4. **Do you think Josh made the right choice when he stopped to help Anna?**
 - a. *Yes, because helping is more important than winning.* ✓
 - b. *No, because he should've won the race.*
 - c. *No, because Anna would want Josh to win.*
5. **What lesson does this story teach us?**
 - a. *That helping a friend is more important than winning.* ✓
 - b. *That we must look where we are going.*
 - c. *That we must take lunch to school.*

Complete the answers (10 marks)

6. **When was the big race?**
*The big race was on **Friday**. (1 mark)*
7. **Why did Anna fall?**
*Anna fell because she tripped over a **stone**. (1 mark)*
8. **Why do you think Josh's cheeks felt hot when he spoke to Anna?**
Learner's own answer, for example:
I think Josh's cheeks felt hot because he felt embarrassed that he had no lunch.
I think Josh's cheeks felt hot because he felt shy to say that he had no lunch.
(2 marks)
9. **Do you think Josh was a fast runner?**
Learner's own answer, for example:
I think Josh was a fast runner because it says he shot off like a rocket
I do not think Josh was a fast runner because he didn't try to catch up to the other runners.
(2 marks)

10. What did Dad mean when he said Josh won “something better than a medal”?

Learner's own answer, for example:

I think that Dad meant that Josh won a friend for life.

I think that Dad meant that Josh won respect from Anna and the class.

(2 marks)

11. Do you think Josh has a good or bad dad?

Learner's own answer, for example:

I think Josh has a good dad because he teaches Josh that it is important to be a good friend.

I think Josh has a bad dad because he should encourage Josh to win.

(2 marks)



Term 3 Analysis Form

NHLRP ORF

Language: English

Grade 3 Term 3

Analysis Form

Sounds 3.3.A	Error Tally	Total	Words 3.3.B	Error Tally	Total
w			trip		
V			sun		
u			smell		
M			mow		
s			pond		
h			shrug		
a			bench		
c			spend		
Q			knock		
o			year		
B			next		
E			scholar		
x			pretend		
i			knee		
y			careless		
g			extend		
z			catcher		
e			argue		
D			wrong		
F			colourful		
E			under		
kn			blue		
P			written		
R			anchor		
str			could		
qu			year		
ir			smash		
I			choir		
ee			again		
A			crunch		

GRADE 3 | TERM 3 ANALYSIS FORM

NHLRP ORF

Language: English

Grade 3 Term 3

Analysis Form continued

Sounds 3.3.A	Error Tally	Total	Words 3.3.B	Error Tally	Total
wh			does		
lt			you		
i			wink		
O			plot		
nk			blink		
W			rescue		
M			knocking		
tch			wouldn't		
U			beautiful		
or			whole		
th			throat		
ng			stink		
ph			listen		
ch			three		
ear			deaf		
zz			bird		
shr			school		
sh			sank		
eer			soft		
ck			sing		
eve			weigh		
au			colourful		
gh			twitch		
ee			neighbour		
ir			thought		
ou			collar		
ode			visitor		
ie			pretend		
str			regular		
eigh			harden		



Programme Of Assessment

GRADE 3 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	Suggests solutions to a problem, specifically word problems in Mathematics. Tells a story with a beginning, middle and end.
 Phonics	Recognises silent letters in words, that is, 'k' as in know, 'l' as in half, 'b' as in comb, 'w' as in write, 'h' as in hour. Spells words correctly using phonic knowledge in informal test, in dictation and in all written work.
 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 to and engages with a text and: • Answers literal questions • Makes predictions • Reorders events in the correct sequence • Makes inferences • Makes evaluations
 Handwriting	Copies written text from the board, textbooks, work cards, correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing.
 Writing	Writes personal texts in different forms: a diary entry, a letter to a relative, description. Language usage: sentence construction, punctuation, tenses, conjunctions.

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

Tells a story with a beginning, middle and end.

Suggests solutions to a problem, specifically word problems in Mathematics.

Activity 1

- Be aware of learners' participation during Mathematics.
- Throughout the term, call on every learner to share a solution to a word problem.

Activity 2

- Do this during Wednesday Listening & Speaking lessons in Weeks 2, 4 and 6.
- Use the NHLRP lesson plans together with the creative storytelling pictures in the NHLRP Core Reader.
- Tell learners that when they tell the story, they must:
 - Tell the story in the correct order: what happened first, next and last.
 - Say things once: do not repeat themselves.
- Assess each learner using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Solutions to word problems	The learner struggles to share a solution to a word problem, even with support from the teacher.	The learner shares a solution to a word problem when called on directly.	The learner frequently volunteers solutions to word problems. The learner sometimes hesitates or repeats what has been said.	The learner frequently volunteers solutions to word problems. The learner speaks confidently and fluently.
Telling a story: Structure and sequence	The learner tells random bits of the story in the incorrect sequence.	The learner tells some of the story in the correct sequence.	The learner tells most of the story in the correct sequence.	The learner tells the story in the correct sequence.
Telling a story: 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 informal test, in dictation and in all written work.

Recognises silent letters in words, that is, 'k' as in know, 'l' as in half, 'b' as in comb, 'w' as in write, 'h' as in hour.

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.
- Towards the end of the term, review every learner's exercise book, taking note of their spelling in all written activities.
- Assess each learner using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Average results of weekly spelling and dictation	0-3 marks	4-6 marks	7-9 marks	10-12 marks
Use of phonic knowledge and correct spelling in all written work	Learner frequently makes spelling errors and the range of words used in written work is limited.	Learner frequently makes spelling errors or the range of words used in written work is limited.	Learner uses an adequate range of words in written work. Some spelling errors are evident.	Learner uses a wide range of words in written work. Spelling errors are seldom evident.



Reading

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.

Activity

- Do this at the end of the term.
- Use NHLRP ORF Test: 3.3.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.
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

Listens to, engages with a text and:

- Answers literal questions
- Makes predictions
- Reorders events in the correct sequence
- Makes inferences
- Makes evaluations

Activity

- Do this at the end of the term (Group Guided Reading).
- Use ORF Test 3.3.D (written comprehension) for this activity.
- Make copies of the test for learners.
- Ensure that you have first completed ORF Test 3.3.C with all learners.

GRADE 3 | PROGRAMME OF ASSESSMENT

- Read the text from ORF Test 3.3.C aloud to learners.
- Read the questions aloud and explain how they should be answered.
- At the end of the lesson, collect learners' papers for marking.
- Use the memorandum provided as part of the ORF Test in the Assessment Book.
- Use the conversion table below to convert to a level.

Total	LEVEL
1 - 2	1
3 - 4	2
5 - 6	3
7 - 8	4



Handwriting

Copies written text from the board, textbooks, work cards, correctly, paying attention to correct letter formation and spacing 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.
- 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
Cursive letter formation	Some letters are poorly or incorrectly formed.	Most 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	The size and spacing of words is inconsistent.	The size and spacing of words is sometimes inconsistent.	The size and spacing of words is mostly consistent.	The size and spacing of words is consistent.



Writing

Writes personal texts in different forms: a diary entry, a letter to a relative, description.

Language usage: sentence construction, punctuation, tenses, conjunctions.

Activity

- Assess learners throughout the term, taking note of the following:

Weeks 3-4

Genre: Letter

Language use: Commas

Weeks 5-6

Genre: Descriptive writing

Language use: Adjectives

Weeks 7-8

Genre: Diary entry

Language use: Conjunctions

- In all writing tasks, pay attention to the use of sentence construction, punctuation and tense.
- Use the lessons provided in the NHLRP Teaching Plan.
- At the end of the Week 2, 4, 6 and 8 Friday lessons, collect learners' books for assessment.
- Assess learners using the rubric that follows.

RUBRIC	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Writing of a diary entry	The learner experiences significant challenges with the format, tone and content of a diary entry.	The learner experiences some challenges with the format, tone and content of a diary entry.	The learner experiences some challenges with one aspect of the diary entry: the format, tone or content.	The learner masters the format, tone and content of the diary entry.
Writing of a letter	The learner experiences significant challenges with the format, tone and content of a letter.	The learner experiences some challenges with the format, tone and content of a letter.	The learner experiences some challenges with one aspect of the letter: the format, tone or content.	The learner masters the format, tone and content of the letter.
Writing of a description	The learner's descriptions are predictable and unimaginative.	The learner's descriptions are sometimes predictable and unimaginative. However, some descriptions do show promise.	The learner's descriptions show promise and many are interesting and imaginative.	The learner's descriptions are interesting and imaginative.

GRADE 3 | PROGRAMME OF ASSESSMENT

Sentence construction and use of conjunctions	The learner makes frequent errors related to sentence structure. Little or no effort is made to use conjunctions.	The learner makes some errors related to sentence structure. The learner attempts to use conjunctions at times, although there may be errors.	The learner makes occasional errors related to sentence structure. The learner is starting to successfully incorporate the use of conjunctions in their writing.	The learner structures all sentences correctly. The learner successfully incorporates the use of conjunctions in their writing.
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.
Use of tense	The learner struggles to use tense correctly and consistently.	The learner makes some errors related to tense.	The learner makes occasional errors related to tense.	The learner uses tense correctly and consistently.

