

Baseline Assessment: English First Additional language

Grade 3:

NOTE TO THE TEACHER:

- Please note that this assessment is quite long. Therefore, it shouldn't be done in one day.
- Rather divide the time you have for baseline (do it during the orientation/ revision time in Week 1-6) between the components.
- Make sure to finish one component before assessing the next component.
- The assessment is done according to requirement per term.
- In some components you will find that it is covered for all four terms while in other components e.g. writing only term 4 is covered.
- A checklist has been provided in the ATP to be completed for the baseline assessment.

LISTENING AND SPEAKING.

- Continues to develop an oral (listening and speaking) vocabulary using themes selected.
- Listens to and gives a simple recount.
- Identifies and object from a simple oral description. Learners must match the description with the correct picture.

Activity 1:1

Demonstrates an understanding of some basic vocabulary. Choose on of the following topics and tell us about it:

1. Your birthday party,
2. A camping trip,
3. When you were stuck in a storm.

Rubric	1	2
Keeps to the topic		
Able to speak unprepared		
Children listens the whole time.		
Child uses the correct language.		
Child speaks with confidence.		

Activity 1.2.

Match the sentences to the pictures. Write the number of the picture next to the correct sentence. Read it to the learners.

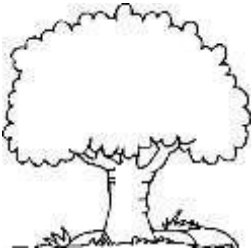
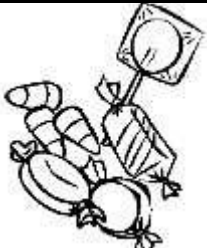
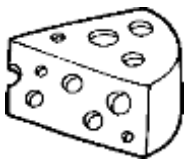
1		The birthday cake baked in the oven.	E.g. 2
2		I play with a bucket and a shovel at the beach.	
3		Mom reads Ben a bedtime story.	
4		Ben brushes his teeth before going to bed.	
5		The sand castle has three flags.	
6		Ben is running a race as fast as he can.	

2. Phonics

- Recognises vowel digraphs.
- Builds up and breaks down words beginning with common consonant digraphs.
- Distinguishes between long and short vowel sounds.

Activity 2.1:

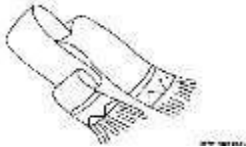
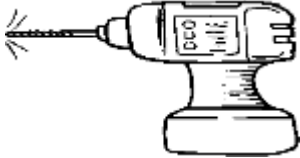
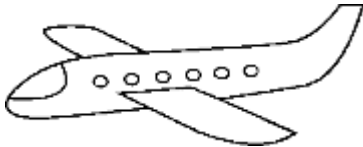
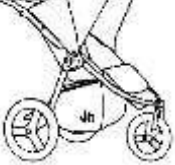
Fill in ee or oo.

tr_____		b_____k	
p_____l		w_____d	
t_____th		b_____	
sw_____ts		f_____t	
ch_____se		br_____m	

Activity 2.2:

Fill in the beginning sounds.

sc	sm	cr	dr	pl	cl	sn	pr	gr	sl
----	----	----	----	----	----	----	----	----	----

____apes		____own	
____arf		____ill	
____ane		____am	
____ail		____y	
____oke		____eep	

Activity 2.3:

Write the short vowel word for the picture. The words for the pictures are hidden in the table below.

men	map	mop	dig	cop
win	wet	run	frog	flag
hen	fig	wag	wig	mug

Activity 3

3.1 Reading

- Uses the reading strategies taught in Home Language to make sense and monitor self when reading.
- Reads with increasing fluency and expression.
- Shows understanding of punctuation when reading aloud.
- Continues to build a sight vocabulary.



Read the story and answer the questions.

The Grade two class is having a baking day. They are going to make cookies. They want to sell the cookies at school.

They will need the following ingredients: butter, sugar, eggs and flour. Ms. Adams, the Grade two teacher will help them.

Firstly, they will put all the ingredients into a mixing bowl.

Then they will mix it with a spoon.

After mixing it they will roll out the mixture and cut it into different kinds of shapes.

They will bake it in the oven for 10 minutes. When all the cookies are baked and ready to eat, they can sell it.



Activity 3.2 Comprehension questions:

Circle the letter next to the correct answer.

1. What will the grade two class do?

- (a) Read books
- (b) Bake cookies
- (c) Buy cookies

2. Who will help them to bake the cookies?

- (a) Mother
- (b) Ms. Adams
- (c) The Principal

3. What do they want to do with the cookies?

- (a) They want to eat the cookies.
- (b) They plan to sell the cookies.

4. Complete the sentences by filling in the correct word from the story.

- (a) The Grade two class plans to sell cookies at_____.
- (b) They will need butter, sugar,_____and flour.
- (c) It will bake in the oven for _____.

5. Arrange the sentences in the correct order by filling in numbers 1 - 3 in the block next to the sentence.

	Mix the ingredients with a spoon.
	Bake it in the oven for 10 minutes.
	Put the ingredients in a bowl.

How can I improve my reading?

	Fluency Smooth, natural, rhythmic. Pauses are consistent and where they should be.
	Articulation Speaks clearly, able to hear every word. Words are pronounced correctly.
	Expression Change your voice to act excited, scared or stressing something important.
	Volume and tone Reading in an appealing voice and reading loud enough.
	Rate Reading at the appropriate speed.

Activity 4:

WRITING

- Puts jumbled sentences in the right order and copies it.
- Writes a paragraph of at least 3 sentences and copies it.
- Uses punctuation already taught in Home Language.
- Organises information in a simple graphic form.
- Uses some nouns and pronouns when writing.
- Uses simple present, present progressive and past tenses when writing.

Activity 4.1

Re-arrange the jumbled sentences into the correct order.

1. clever child The reads book. a thick

2. Father Jeep. red drives a

3. plant We seeds Spring. in

4. soon It dinner. will time be for

Activity 4.3

WRITING

Organise the following different items in graphic form. (list)

apples, mince, oranges, fish, potatoes, carrots, grapes, steak,

Vegetables.	Meat	Fruit

Activity 4.4

Writing

Write the sentences with the correct punctuation marks.

1. ben and sally will be playing on tuesday

2. Will and i are going to the shop on Monday

Activity 4.5

Fill in the missing word.

he	his	her	my	our
----	-----	-----	----	-----

1. Ben reads _____ book.
2. We write in _____ books.
3. Chris cried, because _____ fell.
4. It is _____ birthday party today.
5. Emily eats _____ banana.

Activity 4.6

Complete the sentences by underlining the correct word.

1. Ben is (looking/looked) at the cat.
2. Yesterday Jill (talking/talked) to her friend.
3. Sally is (playing/played) with her doll.