

Grade 3 Baseline Assessment Teacher Directions and Next Steps:

This assessment aims to help teachers determine the phonics spelling patterns learners can read (decode) and write (encode). Based on the competency levels of the learners, teachers can determine the next steps and fill the gaps.

The baseline tool consists of the following:

A) Oral Assessment

- Letter-sound knowledge of the 42-base sound (rows 1 -7) and intermediate code spelling patterns (*rows 8-9).

B) Oral Assessment

Reading of regular words (based on phonic patterns)

Row 1: 2 letter sound words (Grade 1 level)

Row 2: 3 letter sound words (Grade 1 level)

Row 3: final blends (Grade 1 level)

Row 4: initial words (Grade 1 level)

Row 5: Vowel digraphs of Group 4 (Grade 1 level)

Row 6: Group 6 Jolly Phonics letter sounds (double letters) (Grade 1 level)

Row 7: Group 7 Jolly Phonics letter sounds (Grade 1 level)

Row 8 to 10: Words with alternative spelling patterns (Grade 2 level)

C) Oral Assessment

- Reading of irregular words (tricky words)

D) Written Assessment

- Spelling and Dictation

1. raincoat	6. pine
2. stream	7. floss
3. plump	8. churches
4. flakes	9. coins
5. cube	10. call
Paul looks out of the window. He sees a toad step on a big stone. It sat under the yellow sun. (9 words)	
Punctuation (1 mark)	

E) Passage Reading and Comprehension

- Reading a short decodable passage
- **Oral comprehension**
 1. A peacock's tail is black, green and yellow.
 2. A peahen can lay 6 eggs.
 3. They eat seeds, bugs, and frogs.
 4. They live on the land.
 5. They take care of them by feeding their chicks.

F) Written Assessment

- Writing sentences- Recount - Holiday News

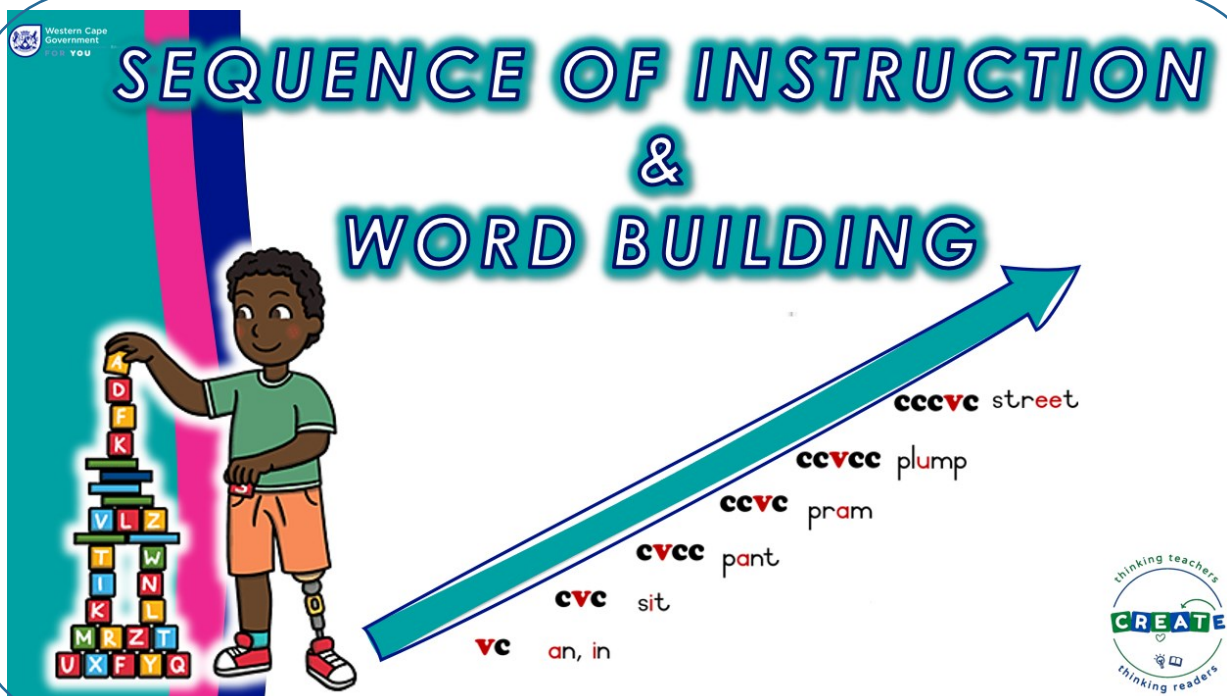
Administration:

- Administer in a one - on - one setting.
- Have learners read the letter sounds and words from left to right.
- Stop the test after learners read 5 sounds or words incorrectly.
- The spelling component — administer in a large group. Speak clearly and slowly.
- Passage reading- Stop the test after learners read 5 words incorrectly. Count the number of words learners could read correctly.
- The baseline assessment must be conducted within the initial 8 days of the school year.
- Assessment activities should be integrated into Phonics, Group Guided Reading, Independent Writing, and Shared Writing lessons.
- Progress monitoring will be documented using a checklist, accompanied by additional narrative comments as necessary.

Use your findings to determine your reading ability groups.

What to consider:

- ✓ Weak group: letter-sound ID of Group 4 and below
- ✓ Weak middle: letter-sound ID of Group 1 – 7 with Tricky Words
- ✓ Middle: Can ID alternative sounds, Tricky words, and 1st paragraph of the passage
- ✓ Top: can ID all sounds, read words, most of the passage, and answer comprehension questions.



**SEQUENCE OF INSTRUCTION
&
WORD BUILDING**

Western Cape Government
For You

VC an, in

CVC sit

CVCC pant

CCVC pram

CCVCC plump

CCCVCC street

thinking teachers
CREATE
thinking readers

Rubrics:

Passage Reading- Observe the following:

How many words are they able to read?						
Are they able to read words?						
VC (is) words	CVC (can) words	CVCC (land)	CCVC (frog)	Vowel digraphs /ee/	Consonant digraphs /ch/	Tricky Words
Fluency -Learner can:						
Learners read syllable by syllable or word by word.		Learner reads smoothly and naturally.			Learner reads with expression (not like a robot)	
Comprehension						
The learner cannot answer any questions correctly.		The learner can answer some questions correctly.			The learner can answer all questions correctly.	

Writing Rubric

GRADE 3 baseline	0	1	2	3	4	5
Sentence construction		Writes words, phrases or combinations of words.	Writes 1-2 complete sentence OR Mostly simple and repetitive sentences.	Writes 3 - 4 complete sentences with subject and verb	Writes 5-7 complete sentences with subject and verb	Writes 8 or more complete sentences with subject and verb
Phonics Application		Attempts to use the phonics taught	Uses phonics effectively/applies phonics knowledge effectively	Uses phonics correctly and spells some Tricky Words correctly	Uses ALL phonics correctly and effectively and spells Tricky Words correctly (no errors)	Uses advanced spelling knowledge in written work
Punctuation	No Punctuation evident	Attempts to use punctuation (one capital letter OR full stop used appropriately)	Uses punctuation inconsistently (One capital letter AND full stop used for one sentence)	Uses punctuation correctly and consistently for 3-4 sentences.	Uses punctuation correctly and consistently in all 5-7 sentences.	Uses punctuation correctly and consistently. Makes use of more advanced punctuation correctly.
Content/ Creativity	No creative ideas/not related to the topic	words/phrases related to the topic	Both sentences relate to topic.	All 4 sentences relate to the topic.	Content is adequately detailed/interesting. Expresses original thoughts/ideas at times. There is evidence of adjectives.	Detailed and or interesting content is evident. Expresses original thoughts/ideas more consistently and effectively
	SUBJECT=A person or thing that is being discussed, described, or dealt with. VERB=Word that conveys an action, occurrence, or a state of being.					
	TOTAL MARKS				/20	

