

English First Additional Language
Assessment Term 4
Grade 1

Name and Surname: _____

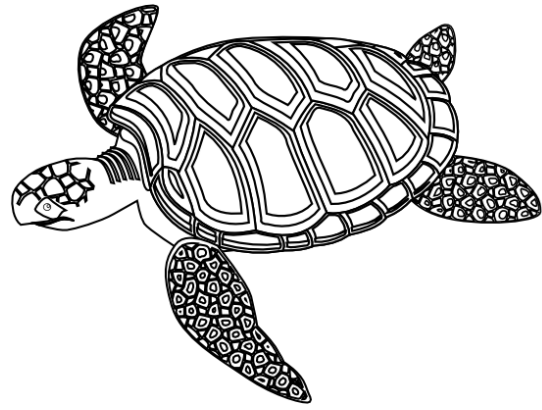
Date: _____

Content		Mark
1. Listening and speaking	30	
2. Reading	30	
3. Phonics	30	
4. Writing and handwriting	20	
	Total	110

Activity 1

Listening and speaking

Marks: 20



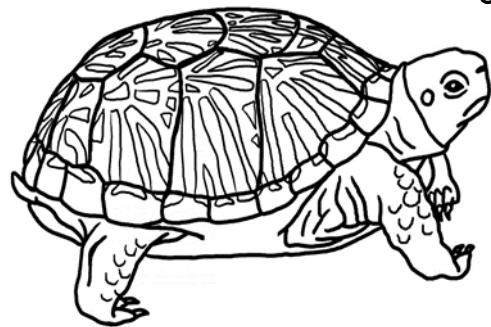
I.1 Listening Comprehension

Listen to the story while the teacher is reading and answer comprehension questions orally. You will be marked according to a rubric.

The lives of turtles

There are about 250 kinds of turtles. Most turtles live near fresh water. They spend part of their time swimming in the water and part of it on land.

Tortoises: Tortoises are slow. They have short, thick back legs. Their flat front legs are built like shovels and are very good for digging. Tortoises have high, rounded shells, too. Many tortoises can pull their heads, legs, and tails inside their shells. They quickly do so at any sign of danger. Their strong shells protect them from animals that might want to eat them.



Answer the following questions orally:

1. About what animal is the story? (1)

The story is about a tortoise.

2. How many kinds of turtles are there? (1)

There are 250 kinds of turtles.

3. Where does turtles live? (2)

They spend part of their time swimming in the water and part of it on land.

4. Are tortoises fast or slow? (1)

A tortoise is slow.

5. How is a tortoise's front legs built and what do they use their front legs for? (2)

Their flat front legs are built like shovels and are very good for digging.

6. Why does a turtle pull themselves into their shell? (2)

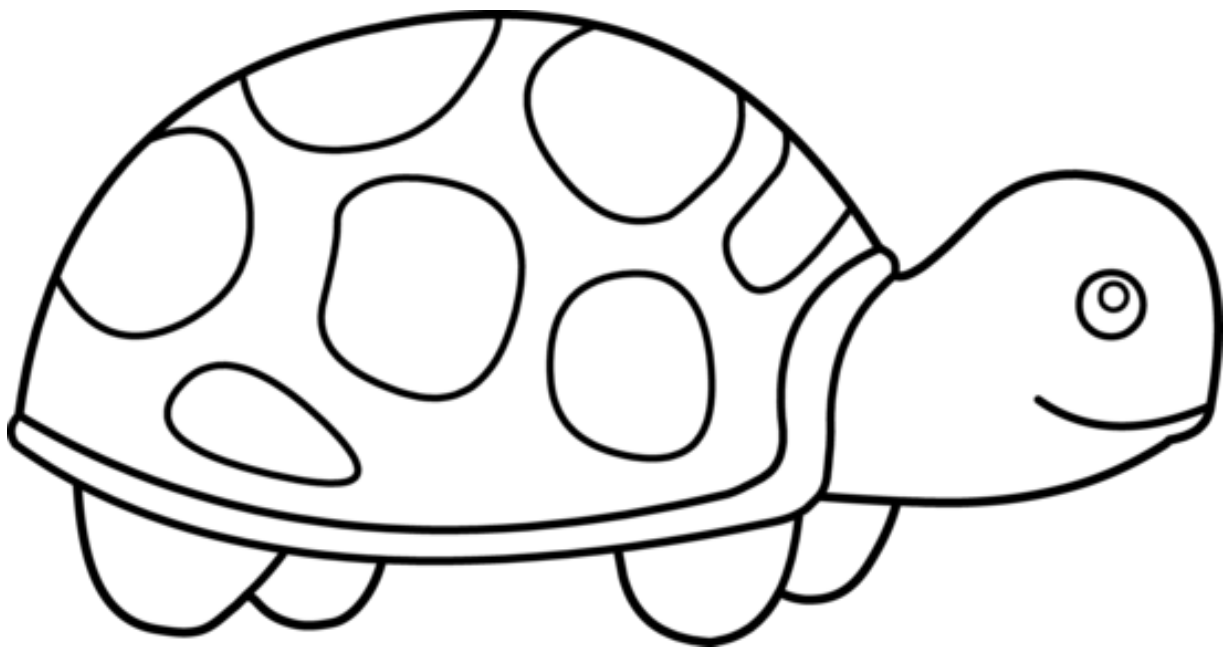
They quickly pull themselves in their shells at any sign of danger. ✓
Their strong shells protect them from animals that might want to eat them. ✓

Listening and Speaking Rubric

	1	2	3	4
Vocabulary and language use	Struggles to communicate effectively, limited vocabulary. Cannot print himself / herself.	Uses a limited vocabulary. Makes many grammatical errors.	Uses appropriate vocabulary. Talks in full sentences and speaks in the correct time, eg. Past, future or present.	Uses a comprehensive vocabulary. Talks in full sentences and uses correct and good language. Use descriptive words.
Appropriate volume and intonation	Talks too soft or mumbles. Difficult to understand and hear.	Talks too fast. Sometimes difficult to understand.	Talk slowly and clearly. Easy to understand. Most of the time can be clearly heard.	Talk slowly and clearly. Can be easily heard and understood at all times.
Content	Learner doesn't participate. Doesn't want to try to answer questions.	Limited content. Teacher must ask questions to get clarity.	Spontaneous. Provides adequate content which is expected of the learner.	Spontaneous and elaborative. Content provides more information than expected.
Comprehension skills	Most of the answers to the questions are incorrect.	Some of the answers are correct.	Most of the answers are correct.	All of the answers were correct. The learner was able to answer in full sentences.
Ask questions for clarity	The learner has to ask questions the whole time for clarity because he seldom gives attention when given instructions.	The learner has to ask questions some times for clarity because he seldom gives attention when given instructions.	The learner has to ask questions seldom for clarity because he gives attention when instructions are given.	The learner never has to ask questions for clarity because he gives attention when instructions are given.
			Total /20	

Listening activity

Listen to the instructions of the teacher and concentrate. Do exactly as she instructs you to do. Remember to draw neatly.



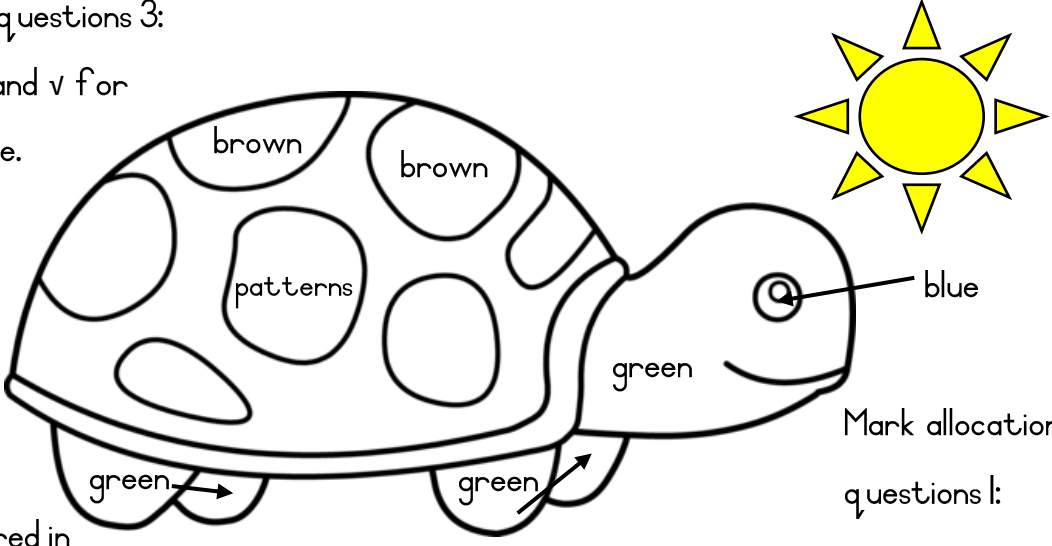
Total: _____ / 10

Listening activity: Answer sheet

Listen to the instructions of the teacher and concentrate. Do exactly as she instructs you to do. Remember to draw neatly.

Mark allocation questions 3:
✓ for pattern and ✓ for
only in ONE shape.

Mark allocation
questions 4:
✓ for brown
and ✓ for
TWO shapes colored in
brown.



Turtle's name: Childs own creativity

Mark allocation
questions 1:
✓ for head green.
✓ for legs green.

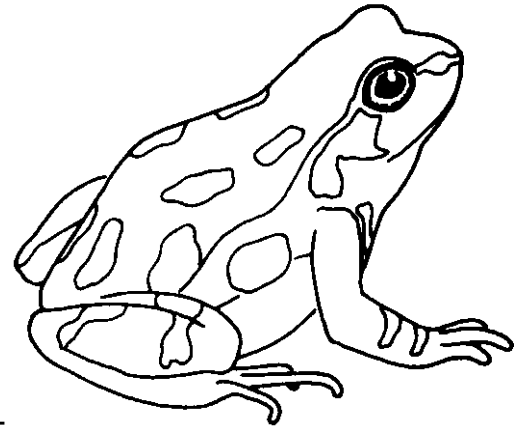
Instructions:

1. Color the turtles head and legs green. (2)
2. Color the turtles eyes blue. (1)
3. Draw patterns inside the ONE of shapes on the turtles shell. (2)
4. Color TWO of the shapes on the turtles shell brown. (2)
5. Draw a sun in the top right side corner of the block. (1)
6. Color the sun yellow. (1)
7. Write a name of the turtle on the line. (1)

Activity 2

Reading

Marks: 30



2.1. Shared reading – Comprehension test.

Read the story and answer the questions.

Remember to answer in full sentences and with the correct punctuation.

Frogs and toads

Frogs and toads are different in many ways. Frogs spend most of their time in water. While toads spend most of their time on land. A frog's skin is wet and smooth. A toad's skin is dry and bumpy. Frogs have long, strong legs for leaping. Toads have shorter legs for hopping.

1. About what animals are the story about?

The story is about frogs and toads. (2)

2. Name one difference between a frog and toad? (1)

- Frogs spend most of their time in water. While toads spend most of their time on land.

- A frog's skin is wet and smooth. A toad's skin is dry and bumpy.
- Frogs have long, strong legs for leaping. Toads have shorter legs for hopping.

Any of the above answers are correct.

3. Circle the correct answers. (3)

3.1. A toad's skin is: (1)
a. Wet and smooth
b. Smooth and bumpy
c. Dry and bumpy
d. Dry and smooth.

3.2. Frogs use their legs for: (1)
a) Hopping
b) Leaping
c) Walking

3.3. Where does a toad live? (1)
a) Land
b) Water
c) Trees

4. Read the sentence and underline the plurals. Plural means more than one. (2)

Frogs and toads are different in many ways

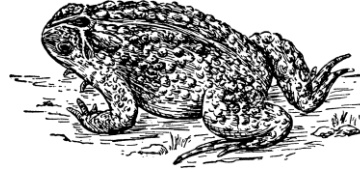
5. Draw a picture where a frog and a toad live.

(2)

Frog



Toad



2.2. Group Guided Reading

Read aloud from your own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher. You will be marked according to this rubric:

Rubric – Group Guided Reading		
1. Words pronounced correctly.	2	
1. Learner makes use of the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)	2	
2. Learner reads with increasing fluency and expression.	2	
3. Shows an understanding of punctuation when reading aloud.	2	
4. Reads with feeling and intonation.	2	
Total	10	

2.3. Independent reading – Read the poem below aloud to your Teacher. Remember to read with feeling.

Colors

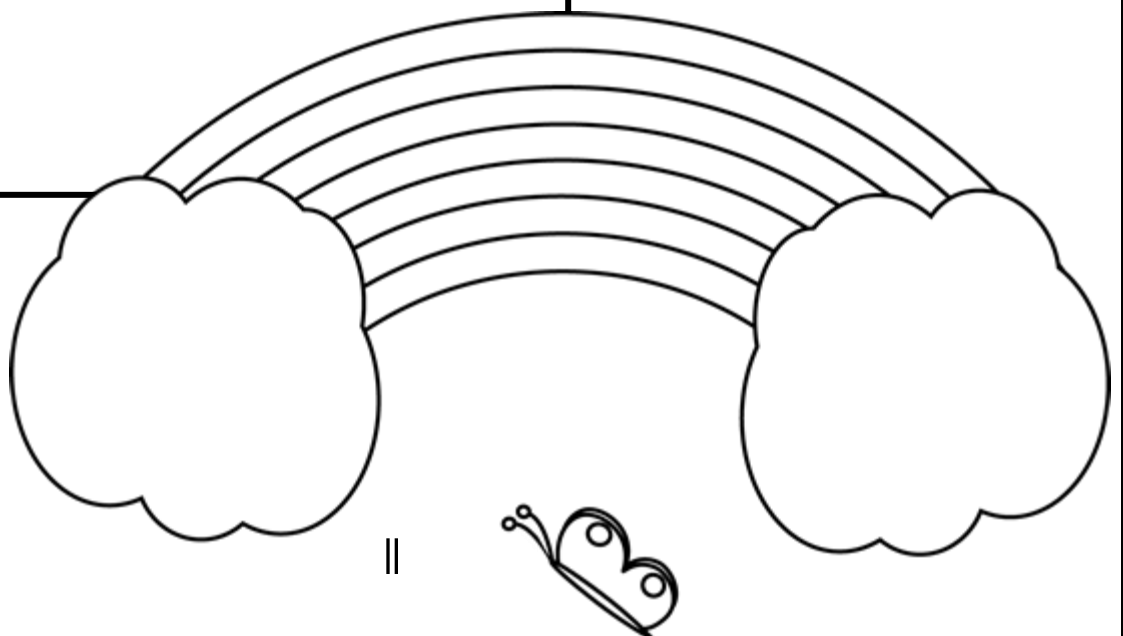
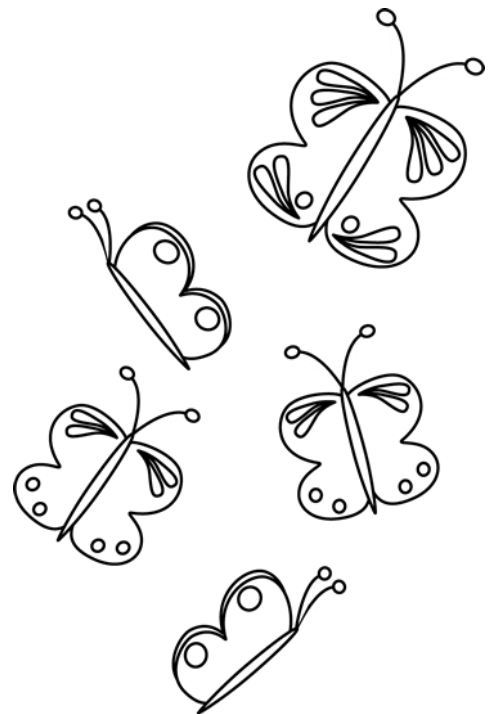
Red, blue, yellow, and green.

Four bright colors to be seen.

Red is the color of the rose,
that I smell with my nose.

Blue is the color of the sky,
with fluffy clouds, way up high.

Yellow and green can be found,
on grass and flowers all around.



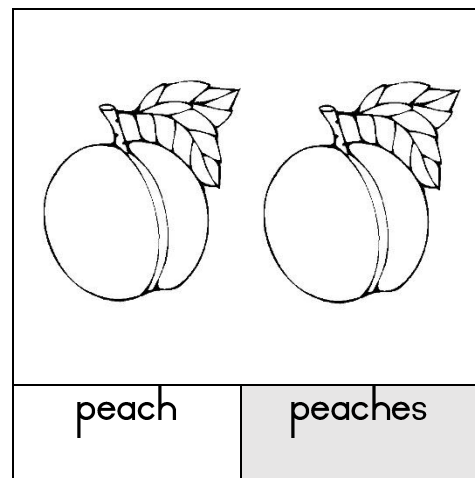
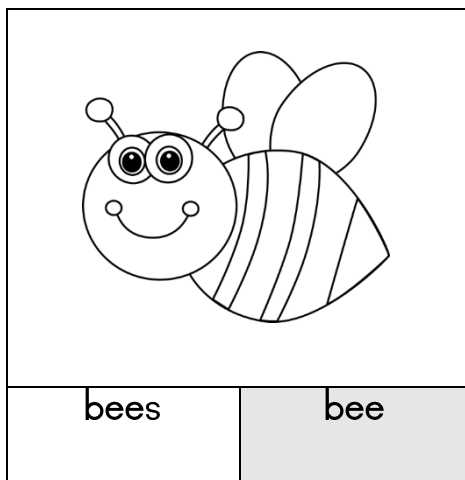
Rubric – Independent reading		
2. Words pronounced correctly.	2	
5. Learner makes use of the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)	2	
6. Learner reads with increasing fluency and expression.	2	
7. Shows an understanding of punctuation when reading aloud.	2	
8. Reads with feeling and intonation.	2	
Total	10	

Activity 3

Phonics

Marks: 30

- 4.1. Look at the pictures and decide if there is one or more than one. Color in the correct answer. (2)



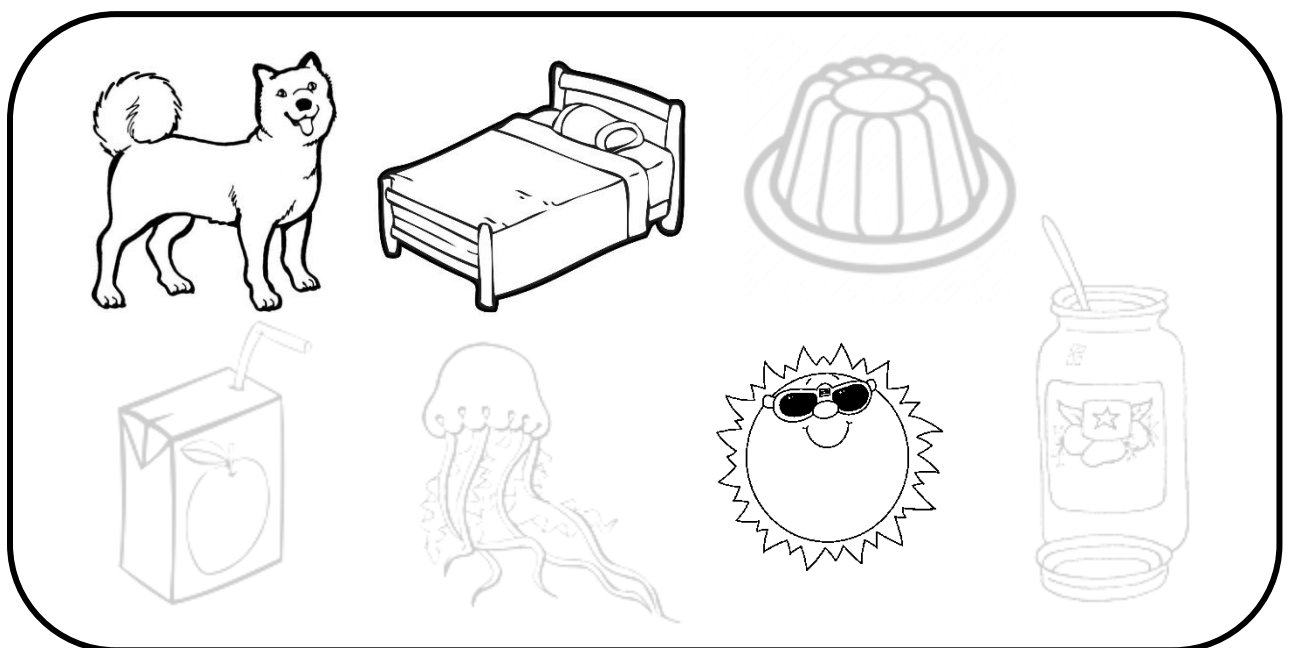
- 4.2. Underline the correct plural in the following sentences. (4)

- 4.2.1. There are two (bird / birds) in the tree. (1)
- 4.2.2. The boy eats a lot of (peaches / peach). (1)
- 4.2.3. The girl lost one (shoes / shoe). (1)
- 4.2.4. There is only one (apples / apple) left. (1)

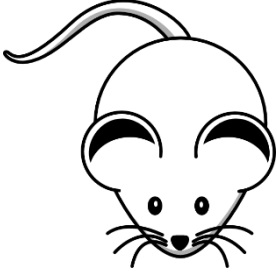
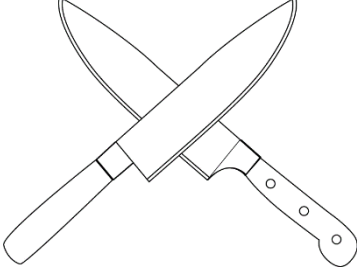
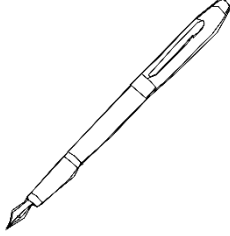
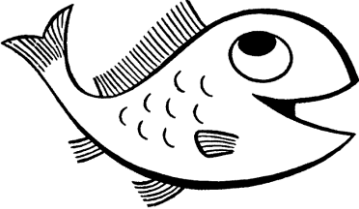
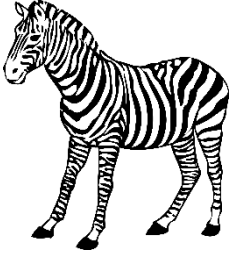
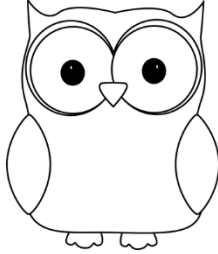
4.3. Draw a picture that starts with the following letters. (6)

o Any correct picture of the letter will be accepted as correct.	g	h
f	w	r



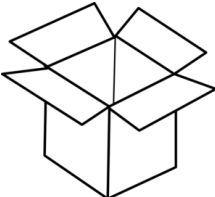
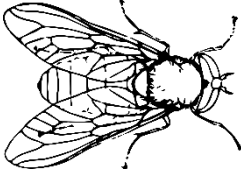
4.4. Look at the pictures and color all the pictures that start with "j". (4)



4.5. Color in the correct letter with which the word start. (6)

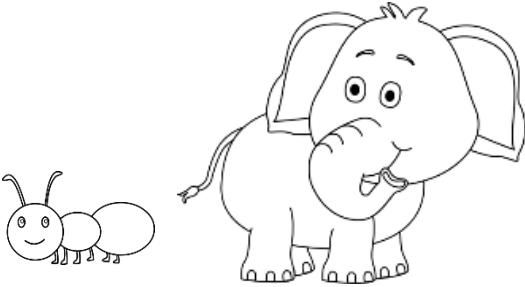
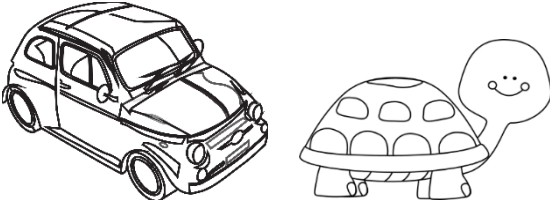
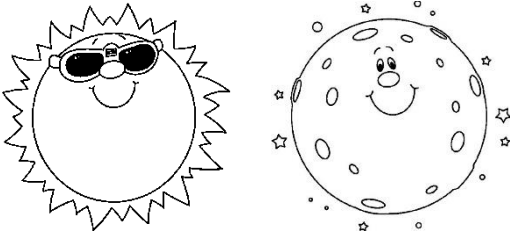

 <input checked="" type="radio"/> m <input type="radio"/> n <input type="radio"/> h	 <input checked="" type="radio"/> k <input type="radio"/> h <input type="radio"/> f	 <input type="radio"/> b <input checked="" type="radio"/> p <input type="radio"/> q
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4.6. Look at the pictures and fill in the correct sound. (4)

 g l a s s	 f i n g e r s
 b o x	 f l y

4.7. Write the opposite of the following word.

(4)

 <p>small <u>big</u></p>	 <p>fast <u>slow</u></p>
 <p><u>day</u> night</p>	 <p><u>old</u> young</p>

Phonics total: ____/30

Rubric – Writing and Handwriting	1	2	3	4	5
1. Line usage – How well did the learner use his writing lines?	Many errors in line usage.	Some errors in line usage.	Few errors using lines correctly.	Uses lines correctly most of the time.	Always uses lines correctly.
2. Spacing - How well did the learner space their letters and/or words?	Many errors in spacing.	Some errors in spacing.	Few errors using spacing correctly.	Uses proper spacing most of the time.	Always uses proper spacing.
3. Letter formation- Did the learner form his letters correctly?	Many errors in letter formation. Incorrect letter formations.	Some errors in letter formation. Letters formed incorrectly.	Few errors in letter formation. Few letters are formed incorrectly.	Most letters are formed correctly.	Consistently forms all letters correctly.
4. Readability – How easy is it to read the learners handwriting?	Many errors in readability.	Some errors in readability.	Few errors in readability.	Very easy to read.	Always easy to read.
5. Neatness - How neat is the learners handwriting?	Difficult to read.	Not neatly done.	Not as neatly done.	Writes neatly.	Always writes neatly.
Total: ____/20					