

First Additional Language
Assessment Term 2
Grade 3

Name and Surname: _____

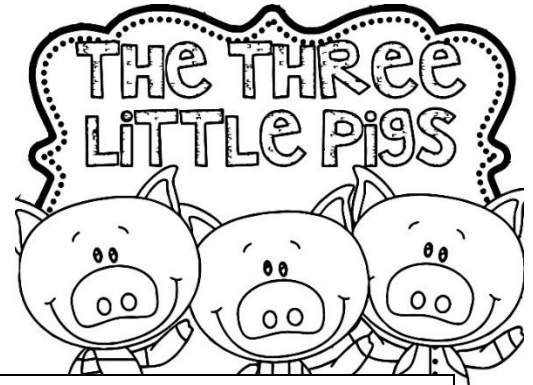
Date: _____

Content		Mark
1. Listening and speaking	20	
2. Phonics	20	
3. Reading	20	
4. Writing	60	
	Total	120

Listening and speaking

Activity 1

Listen to the story of the three little pigs and answer the questions your teacher is going to ask you.



Rubric: Listening and speaking: Activity 1

	1	2	3	4
1. The learner is able to answer simple questions about the story,				
2. The learner answers in full sentences.				
3. Learner speaks in a clear voice.				
4. Learner uses appropriate vocabulary, grammar and uses the correct tense.				
5. Learner speaks with confidence and makes eye contact.				
Total	___/20			
Processed mark out of 10	$20 \div 2 = \text{___} / 10$			

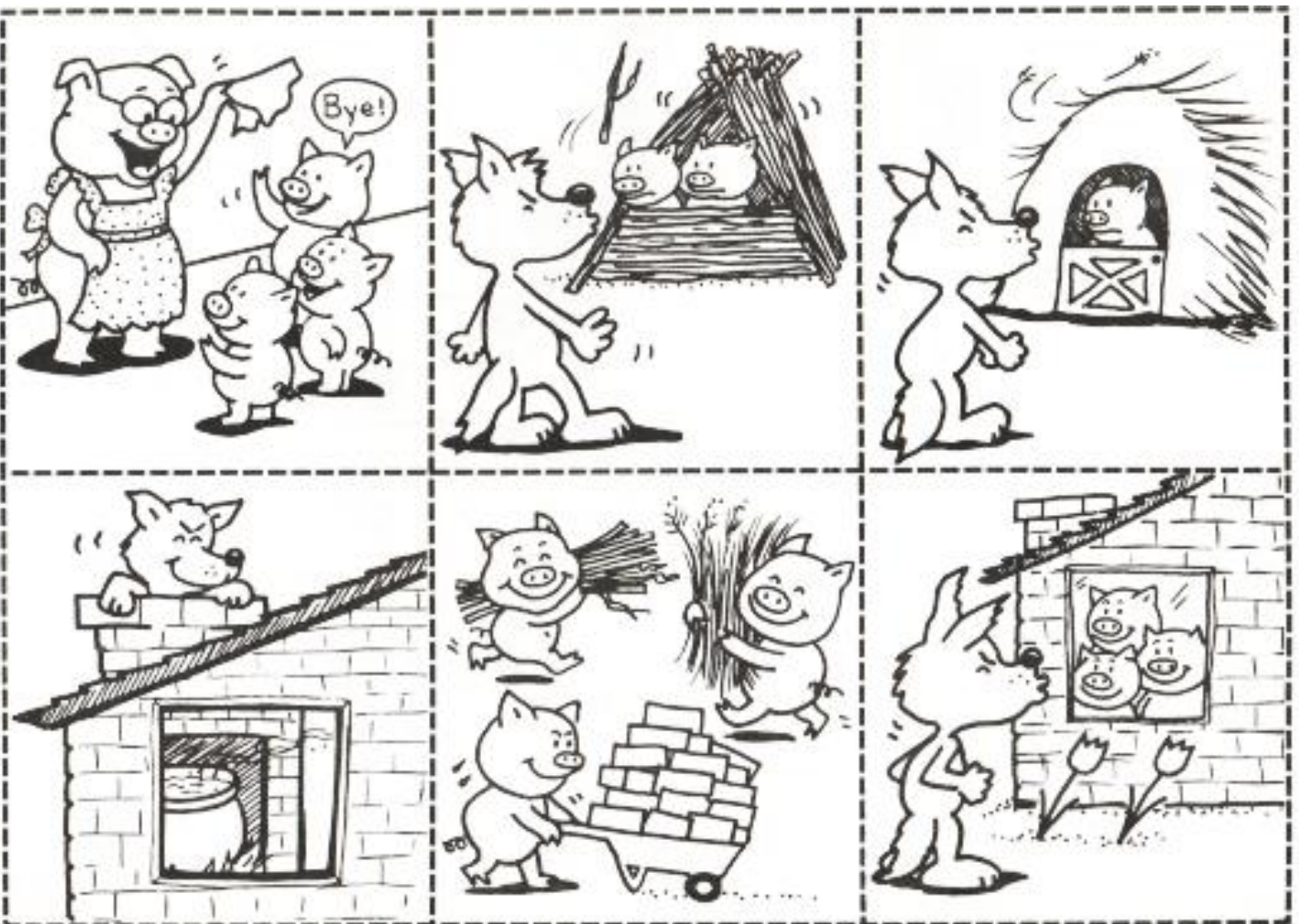
1 - Needs assistance 2- Partial 3- Good 4- Excellent

Listening and speaking

Activity 2

Look at the pictures of the three little pigs and decide in which order they must be placed. Cut them out and paste them in the correct order on the next page.

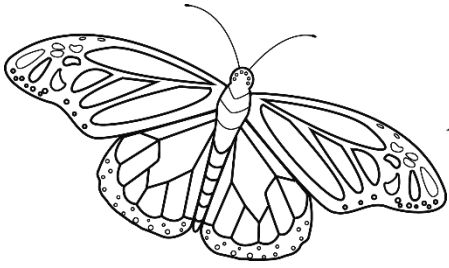
Colour the pictures in.



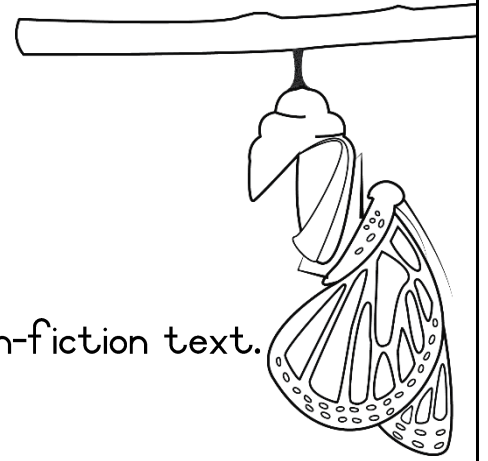
The three little pigs

Listening and speaking - Activity 2		Mark
1. The learner pasted the pictures in the correct order.	6	
2. The learner coloured the pictures and it is neat.	2	
3. The learner cut the pictures neatly.	1	
4. The learner pasted the pictures neatly.	1	
Total		___/10

Total mark for listening and speaking section		
1. Activity 1	10	
2. Activity 2	10	
Total		___/20
Processed mark out of 10	$20 \div 2 =$	___/10



Reading Activity 1



Answers literal questions about a story or non-fiction text.

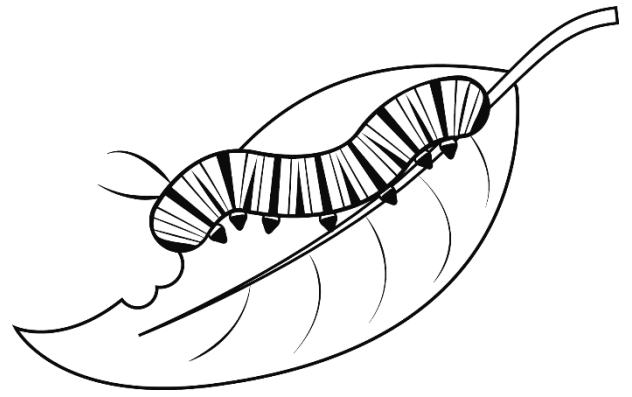
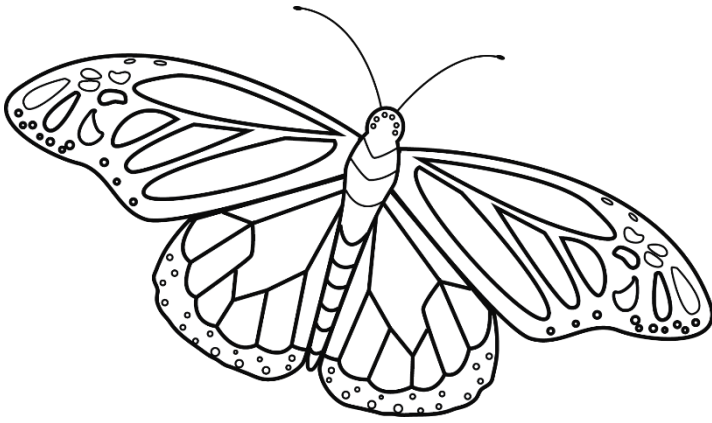
Read the story and answer the questions.

Life cycles of animals

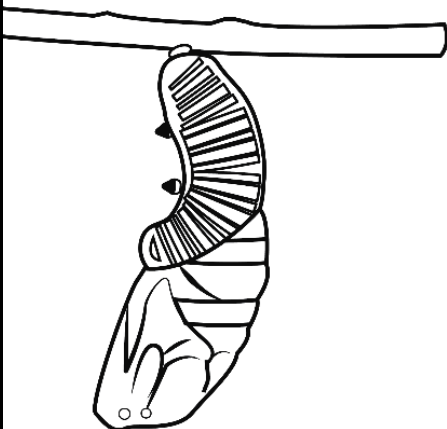
Animals have life cycles. A frog begins as an egg. When the egg hatches, it turns into a tadpole. The tadpoles grow legs and arms, and eventually grow into adult frogs. The adult frogs lay eggs, so that new frogs can live even after the frog grows old and dies.

A dog's life cycle is a little different than a frog's, because a dog does not start out as an egg. It is born from its mother's belly. The puppy keeps on growing and is eventually an adult dog. Then the adult dog might have puppies to continue the life cycle!

Insects like caterpillars go through life cycles too. Caterpillars begin as eggs. When they hatch, they are larva. The caterpillar becomes a pupa, and inside of the pupa it turns into an adult. The adult is not a caterpillar; it is a butterfly! Then the butterfly lays eggs, so that new caterpillars and butterflies can live even after the butterfly grows old and dies.

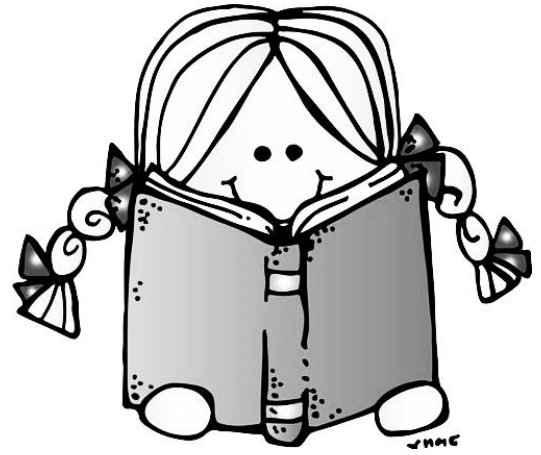


1. What does a frog begin as? _____ (1)
2. What does a frog's egg turn into? _____ (1)
3. A dog is born from _____. (1)
4. What is a dog's baby called? _____ (1)
5. Complete the life cycle of a butterfly. (2)
_____ → larva → pupa → _____
6. True or false. (4)
 - a. Animals do not have life cycles. _____ (1)
 - b. A dog's life cycle start as a puppy. _____ (1)
 - c. Caterpillars are not insects. _____ (1)
 - d. A butterfly turns into a caterpillar. _____ (1)



Total: _____/10

Reading Activity 2



Group Guided Reading

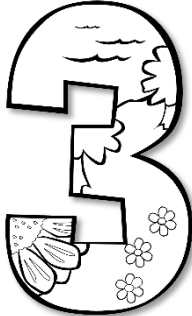
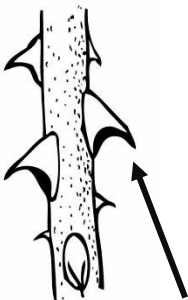

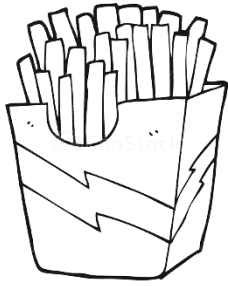


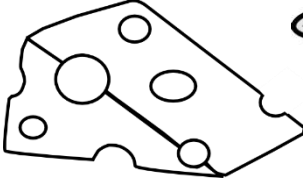
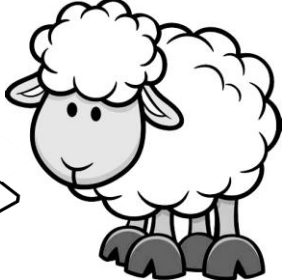
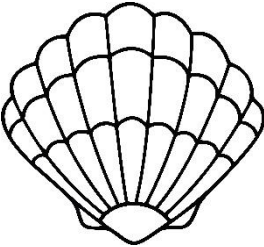


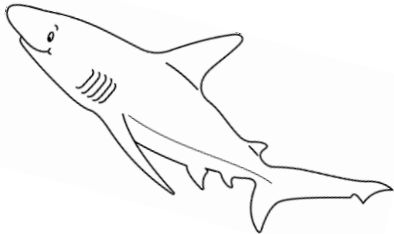

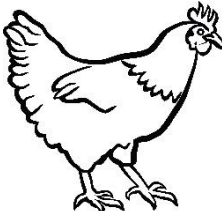
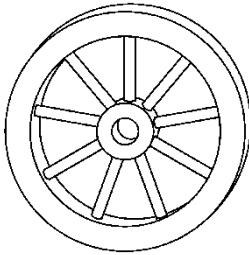
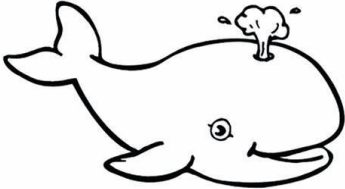
Read aloud from your own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher. You will be marked according to this rubric:

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

Phonics Activity 1

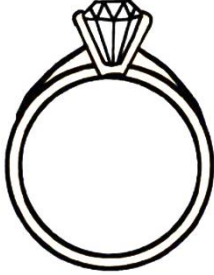
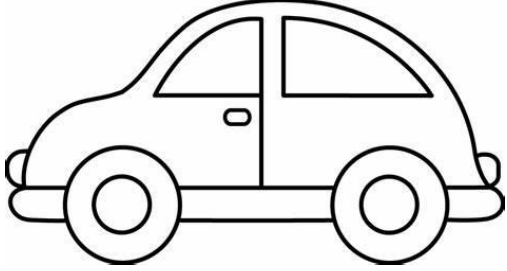
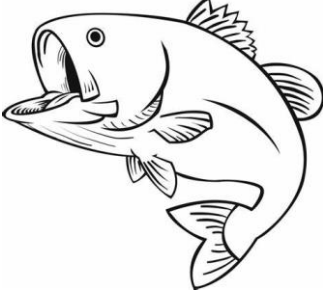
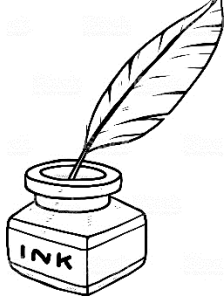

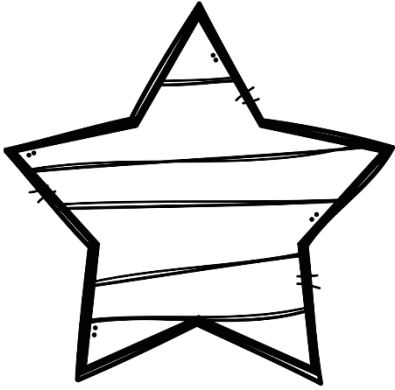
1. Colour the pictures with the same beginning sound. (8 ÷ 2 = 4)

sh-, ch-, th- and wh-

1.				
2.				
3.				
4.				

2. Colour the correct ending sound. (6)

-ng, -ck, -nk, -sh, -ar

	
ng ck nk sh ar	ng ck nk sh ar
	
ng ck nk sh ar	ng ck nk sh ar
What is the colour of the cat?	
	
ng ck nk sh ar	ng ck nk sh ar

Total Activity I: ___/10

Phonics Activity 2

2.1. Listen to the words that your teacher is going to read and write them down. (6÷2=3)

a. _____

f. _____

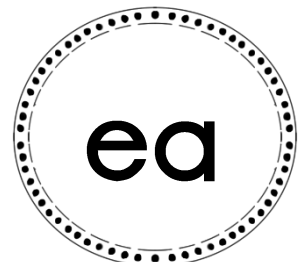
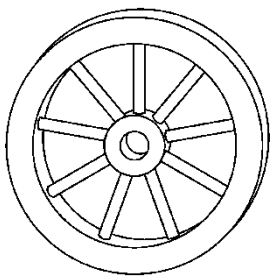
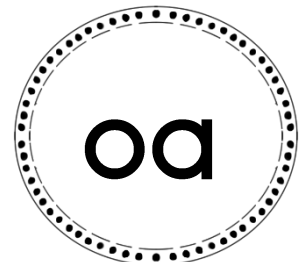
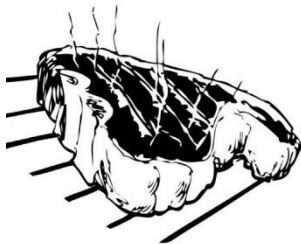
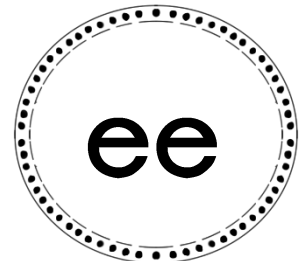
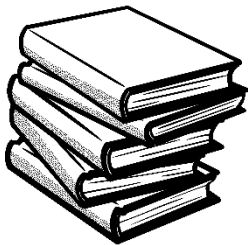
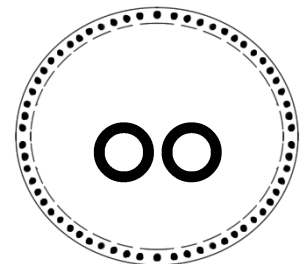
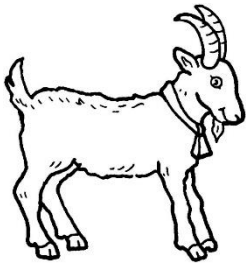
b. _____

g. _____

c. _____

h. _____

2.2. Match the picture with the correct middle sound. (4)



2.3. Colour all the words that rhyme with "cry". (3)

fly

feet

that

fry

this

deal

shy

boat

Total Activity 2: ___/10

Total mark phonics section		
1. Activity 1	10	
2. Activity 2	10	
Total		___/20

Writing Language: Activity 1

1. Fill in the correct present progressive tense on the lines to complete the sentences. (5)
 - a. I am (plant / planting) _____ a seed.
 - b. I am (counting / count) _____ the apples in the tree.
 - c. It is (raining / rain) _____ a lot.
 - d. It is (snow / snowing) _____ on the mountains.
 - e. We are (walking / walk) _____ to school.

2. Complete the sentences by using is, am or are. (5)
 - a. I _____ on the bus.
 - b. We _____ going to the beach.
 - c. It _____ a big house.
 - d. They _____ going up the mountain.
 - e. He _____ on the boat.

3. Complete the sentences by using has or have.
 - a. I _____ a book about wild animals.
 - b. My parents _____ a car.
 - c. My friend _____ to go home now.
 - d. Do you _____ any money left?
 - e. David _____ to write a test today.



4. Fill in this, that, these or those. (5)

- a. _____ is my cat.
- b. _____ is the moon.
- c. _____ are my new shoes.
- d. _____ are cars.
- e. _____ is my teacher's car.



Total mark language activity 1		Mark
1. Present progressive tense	5	
2. Fill in is, am or are.	5	
3. Fill in has or have.	5	
4. Fill in this, that, those or these.	5	
	Total	___/20
	Processed mark out of 10 = $20 \div 2$	___/10

Writing Language: Activity 2



1. Fill in either **in** or **on**. (4)
- a. My birthday is _____ July.
 - b. We go to church _____ Sunday.
 - c. We play soccer _____ Tuesday.
 - d. We swim _____ the summer.

2. Underline the correct answer. (4)
- a. There is/There are one teacher in the class.
 - b. There is/There are a board in the front of the class.
 - c. There is/There are four boys in the class.
 - d. There is/There are three desks in the class.

3. Punctuate the sentence using capital letters and these punctuation marks. (4÷2=2)
- a. have you seen my new shoes

 - b. ann and nomsa wanted to cry.

Total mark language activity 2		Mark
1. Fill in either in or on.	4	
2. Underline the correct answer.	4	
3. Punctuate the sentences.	2	
Total		___/10

Writing Activity 1

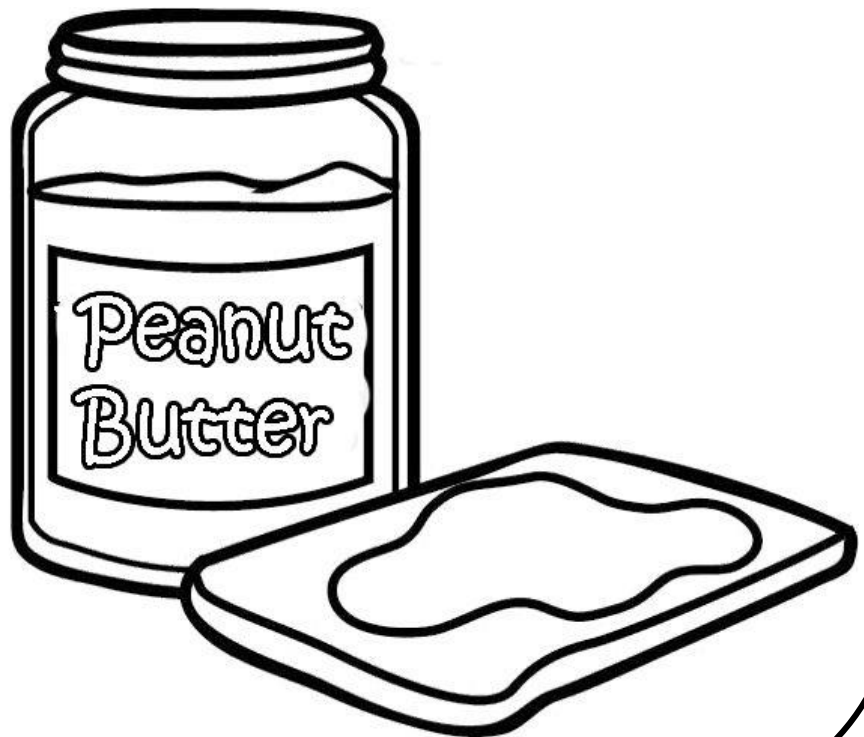
With support, write a simple set of instructions.

You have to write a recipe about: "How to make a peanut butter sandwich". Write how you will make the sandwich on the lines. You must write a list of steps.

How to make a peanut butter sandwich

What will you need?

- 2 slices of bread
- Peanut butter
- Margarine
- Knife
- Plate



Rubric – Writing activity I	1	2	3	4	5
<p>1. Line usage and spacing –</p> <ul style="list-style-type: none"> • How well did the learner use his writing lines? • How well did the learner space their letters and/or words? 	<p>Many errors in line usage. Many errors in spacing.</p>	<p>Some errors in line usage. Some errors in spacing.</p>	<p>Few errors using lines correctly. Few errors using spacing correctly.</p>	<p>Uses lines correctly most of the time. Uses proper spacing most of the time</p>	<p>Always uses lines correctly. Always uses proper spacing.</p>
<p>2. Letter formation- Did the learner form his letters correctly?</p>	<p>Many errors in letter formation. Incorrect letter formations.</p>	<p>Some errors in letter formation. Letters formed incorrectly.</p>	<p>Few errors in letter formation. Few letters are formed incorrectly.</p>	<p>Most letters are formed correctly.</p>	<p>Consistently forms all letters correctly.</p>
<p>3. Readability – How easy is it to read the learners handwriting?</p>	<p>Many errors in readability.</p>	<p>Some errors in readability.</p>	<p>Few errors in readability.</p>	<p>Very easy to read.</p>	<p>Always easy to read.</p>
<p>4. Neatness - How neat is the learner's handwriting?</p>	<p>Difficult to read.</p>	<p>Not neatly done.</p>	<p>Not as neatly done.</p>	<p>Writes neatly.</p>	<p>Always writes neatly.</p>
<p>Total: ____/20</p>					

Rubric – Writing activity 2	1	2	3	4	5
<p>1. Line usage and spacing –</p> <ul style="list-style-type: none"> • How well did the learner use his writing lines? • How well did the learner space their letters and/or words? 	<p>Many errors in line usage. Many errors in spacing.</p>	<p>Some errors in line usage. Some errors in spacing.</p>	<p>Few errors using lines correctly. Few errors using spacing correctly.</p>	<p>Uses lines correctly most of the time. Uses proper spacing most of the time</p>	<p>Always uses lines correctly. Always uses proper spacing.</p>
<p>2. Letter formation- Did the learner form his letters correctly?</p>	<p>Many errors in letter formation. Incorrect letter formations.</p>	<p>Some errors in letter formation. Letters formed incorrectly.</p>	<p>Few errors in letter formation. Few letters are formed incorrectly.</p>	<p>Most letters are formed correctly.</p>	<p>Consistently forms all letters correctly.</p>
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<p>4. Neatness - How neat is the learner's handwriting?</p>	<p>Difficult to read.</p>	<p>Not neatly done.</p>	<p>Not as neatly done.</p>	<p>Writes neatly.</p>	<p>Always writes neatly.</p>
<p>Total: ____/20</p>					