



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.

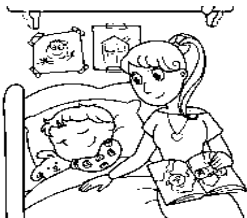


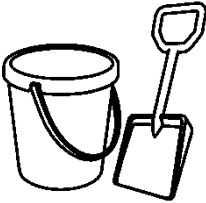


Use the rubric as a guide.

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.	4
3		Mom reads Ben a bedtime story.	1
4		Ben brushes his teeth before going to bed.	5
5		The sand castle has three flags.	6
6		Ben is running a race as fast as he can.	3

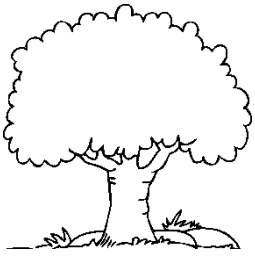
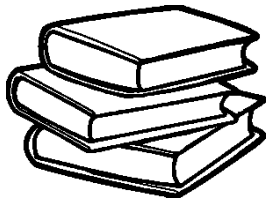

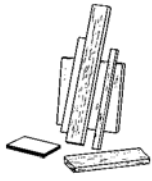
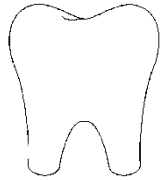
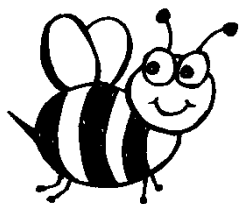
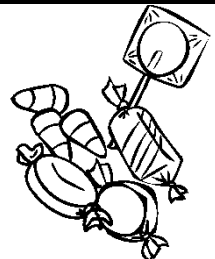

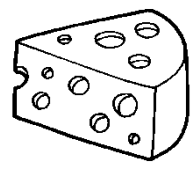



2. Phonics

- 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.



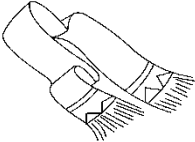
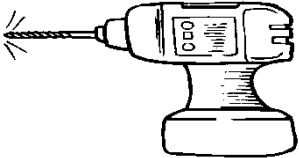
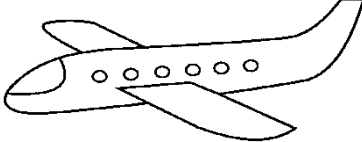
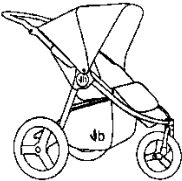




tree		book	
pool		wood	
tooth		bee	
sweets		foot	
cheese		broom	



Activity 2.2:

Fill in the beginning sounds. Use the sounds in the table below to help you.







sc	sm	cr	dr	pl	cl	sn	pr	gr	sl
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<u>g</u> rapes		<u>c</u> lown	
<u>s</u> carf		<u>d</u> rill	
<u>p</u> lane		<u>p</u> ram	
<u>s</u> nail		<u>c</u> ry	
<u>s</u> moke		<u>s</u> leep	



Activity 2.3:

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

	u (run)		o (frog)
	i (dig)		a (flag)
	e (men)		e (hen)

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 school.
- (b) They will need butter, sugar, eggs and flour.
- (c) It will bake in the oven for 10 minutes

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

2	Mix the ingredients with a spoon.
3	Bake it in the oven for 10 minutes.
1	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

The clever child reads a thick book.

2. Father Jeep. red drives a

Father drives a red Jeep.

3. plant We seeds Spring. in

We plant seeds in Spring.

4. soon It dinner. will time be for

It will be time for dinner soon.



Activity 4.2

WRITING

Look at the picture and write a short paragraph of at least three sentences. Write your own heading. (You can use the words under the picture.)



balloons, chips, sweets, candles, cupcakes, cool drink, friends, presents, games, birthday cake, play, eat.

Learners write a short paragraph about the picture.

	1	2	3	4	5
Sentence writing	Writes one word caption for the picture with support.	Writes 1 sentence of 3 words with support.	Writes 1 simple sentence about the picture independently.	Writes 2 sentences independently.	Writes 3 or more sentences independently.
Punctuation	No punctuation used	Punctuation used with support.	Uses capital letters or full stops.	Uses capital letters and full stops.	Uses all punctuation marks confidently, including , ! ?



Activity 4.3

WRITING

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

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

Vegetables.	Meat	Fruit
<i>potatoes</i>	<i>mince</i>	<i>oranges</i>
<i>carrots</i>	<i>steak</i>	<i>grapes</i>

Activity 4.4

Writing

Write the sentences with the correct punctuation marks.

1. ben and sally will be playing on tuesday

Ben and Sally will be playing on Tuesday.

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

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 his book.
2. We write in our books.
3. Chris cried, because he fell.
4. It is her/my birthday party today.
5. Emily eats her 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.