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**MEED Primary School**

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**Grade 4 English Home Language Baseline Assessment Marking Guideline****Comprehension, LSC, Writing and Reading Aloud****Mark Allocation: 40 marks****Time: 1 hour 30 minutes****Instructions and information:**

1. This question paper consists of **FOUR** sections:

<b>SECTION A: Comprehension</b>	<b>(10 marks)</b>
<b>SECTION B: Language Structures and Conventions</b>	<b>(10 marks)</b>
<b>SECTION C: Writing</b>	<b>(10 marks)</b>
<b>SECTION D: Reading Aloud</b>	<b>(10 marks)</b>

2. Read all the instructions carefully.
3. Answer all the questions.
4. Write neatly and legibly.

<b>Comprehension</b>	<b>_____ /10</b>
<b>LSC</b>	<b>_____ /10</b>
<b>Writing</b>	<b>_____ /10</b>
<b>Reading</b>	<b>_____ /10</b>

**SECTION A: COMPREHENSION****(10 MARKS)****QUESTION 1: READING FOR MEANING AND UNDERSTANDING****TEXT A****Read the story and then answer the questions that follow.**

- |   |                                                                                                                                                                                                                  |    |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 1 | "I am thirsty," Ant said aloud.                                                                                                                                                                                  | 1  |
| 2 | "Why don't you get a drink of water from the river?" cooed Dove from a nearby tree in the forest. "Just be careful. Don't fall in."                                                                              | 3  |
| 3 | Ant ran to the river and began to drink. Suddenly, a strong wind blew Ant into the water.                                                                                                                        | 5  |
| 4 | "Help!" cried Ant. "I'm drowning!"                                                                                                                                                                               | 6  |
| 5 | Dove knew that he had to act quickly to save Ant. Dove broke a twig from the tree. Dove then flew over the river and dropped the twig into the water. Ant climbed on to the twig and floated safely to dry land. | 9  |
| 6 | Two days later, Ant saw a hunter setting up a trap to catch Dove. Ant knew that he had to act quickly to save Dove, so he crawled up the hunter's leg and bit his ankle.                                         | 12 |
| 7 | "Ouch!" cried the hunter. Dove heard the hunter and flew away to hide safely in the tree.                                                                                                                        | 14 |

*[Adapted from original by Ann McGovern]*

- 1.1 Write a title (name) for the story. (1)

**Ant and Dove or any title relevant to the story.**

- 1.2 Circle or underline the correct answer. (1)

The main characters in the story are the ...

**C Ant and Dove**

- 1.3 Place a cross (x) in the box next to the correct answer. (1)

Ant and Dove lived in a ...

mountain.	
forest.	x
house.	
nest.	

- 1.4 Show the correct order of events in the story. (4 x ½ = 2)

Number the sentences 1 – 4 in the boxes to show the correct order.

"Why don't you get a drink of water from the river?"	2
Dove flew over the river and dropped the twig.	4
"Help!" cried Ant. "I'm drowning."	3
"I'm thirsty," said Ant.	1

- 1.5 Why did Ant bite the hunter's ankle? Complete the sentence. (1)

Ant bit the hunter's ankle because **he wanted to help his friend, Dove.**

- 1.6 In your opinion, do you think that Ant and Dove became friends?

Give a reason for your answer. (2)

**Yes, because they both helped one another.**

**No, because birds usually eat insects.**

One mark for yes and no and one mark for the correct reason. One mark for yes and no with a reason, even if the reason is incorrect. Do not allocate one mark for yes and no only.

## TEXT B

Look at the advertisement and answer question 1.7 and question 1.8.



**Grow them up great, keep them that way with Friskies balanced meals!**

Growing pets need a healthy balance of protein, vitamins, minerals and food energy to thrive. And grown pets thrive on Friskies, too! All the nourishment your pets are known to need... five irresistible flavors for both cats and dogs. Friskies!

**10¢ OFF** **Save 10¢** **10¢ OFF**

**STORE COUPON**

MEAT, CHICKEN, LIVER, KIDNEY & BARKING LAMB FLAVORS

PIZZA MEAT, LIVER, KIDNEY, CHICKEN FLAVORS

TAKE THIS COUPON TO YOUR GROCER

Friskies is a registered trademark of Purina Company, © Purina Co. 2019

1.7 Circle or underline the correct answer.

(1)

This advertisement is advertising...

**D** pet food for sale.

- 1.8 Place a cross (x) in the box next to the correct answer. (1)

The product advertised is not for ...

cats.	
mice.	x
dogs.	

### SECTION B: LANGUAGE STRUCTURES AND CONVENTIONS (10 MARKS)

**Question 2: Answer the following questions.**

- 2.1 An adjective describes people or things. Circle one adjective in the following sentence. **If both are circled, still allocate one mark.** (1)

**The big dog played gently with the naughty kitten.**

- 2.2 A noun is a naming word. Circle one noun in the following sentence. **If both are circled, still allocate one mark.** (1)

**We are going to the zoo and the museum.**

- 2.3 A conjunction is a joining word. Circle the conjunction in the following sentence. (1)

**Ants like sweet things and they also like water.**

- 2.4 Change the tense of the following sentences.

- 2.4.1 present tense (1)

**The kittens climb the tall lavender trees.**

- 2.4.2 past tense (1)

**The hungry dog barked at the tiny kitten.**

- 2.5 Rewrite the sentences. Fill in **two** punctuation marks in each sentence.

- 2.5.1 Holly is such a playful hippo.** (1)

- 2.5.2 Where is my puppy?** (1)

2.6 Fill in the verb (doing word) in the spaces provided.

2.6.1 **The boys ride to school on horseback,** (1)

**but**

**the boy rides to school on horseback.**

2.6.2 Underline the verb in the following sentence. (1)

**The children play with their pets every day.**



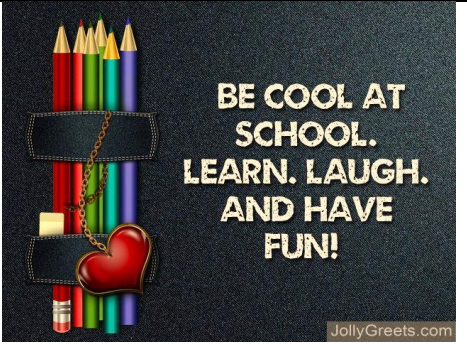
2.7 Choose and underline the correct word written within brackets. (1)

**The children ( is / are ) very excited to play with the puppies.**

### SECTION C: WRITING AND PRESENTING

(10 MARKS)

**Question 3: Write ONE paragraph of at least eight (8) sentences about one of the following topics. Choose only ONE of the topics to write about. Make sure that you use the correct punctuation, grammar and spelling. Do not number your sentences.**

Topic 1: My best friend	Topic 2: My favourite animal	Topic 3: Why I love school
		

**Your writing will be assessed according to the following rubric:**

Criteria	5	4	3	2	1,0
<b>Content</b>	Content is very creative and matches the topic well.	Content is creative and matches the topic.	Some effort is made to write creatively. Content is topic related.	Effort is made to write a paragraph. Content is not related to the topic.	Content does not match the topic. Learners copied instructions.
<b>Paragraph structure</b>	Excellent paragraph structure with eight sentences written.	Good paragraph structure with between five and seven sentences	Acceptable paragraph structure with between three and four sentences.	Only one sentence written.	One word only. Sentences numbered. Not a paragraph.
<b>Spelling</b>	Almost no spelling errors.	Only some spelling errors.	Many spelling errors. Reading not affected.	Many spelling errors. Difficult to read.	Too many spelling errors. Difficult to read.
<b>Language structures</b>	Almost no language errors.	Only some language errors.	Many language errors. Reading not affected.	Many language errors. Difficult to read.	Too many spelling errors. Difficult to read.
<b>Total: 20/2 = 10</b>					

**SECTION D: READING ALOUD****(10 MARKS)**

Level 1	Level 2	Level 3	Level 4	Level 5
<p>This learner:</p> <ul style="list-style-type: none"> <li>• knows no or very few words.</li> <li>• does not seem to recognise many letter-sound relationships</li> </ul>	<p>This learner:</p> <ul style="list-style-type: none"> <li>• knows just a few common words.</li> <li>• does not seem to recognise some letter-sound relationships or needs a lot of help to read previously unseen words.</li> </ul>	<p>This learner:</p> <ul style="list-style-type: none"> <li>• knows many common words.</li> <li>• needs help to decode previously unseen words.</li> </ul>	<p>This learner:</p> <ul style="list-style-type: none"> <li>• knows many common words and can decode most previously unseen words.</li> <li>• occasionally needs help to decode more challenging words.</li> <li>• reads with some fluency.</li> </ul>	<p>This learner:</p> <ul style="list-style-type: none"> <li>• knows many common words.</li> <li>• can decode previously unseen words.</li> <li>• is one of the best readers in class.</li> </ul>