English Language SBA Task Pack – Grades 4 and 5 (EPSC 2026 Guidelines)

Overview

Basis: ECZ School Based Assessment Guidelines for EPSC 2026 (Chapter 2: English Language 110) and the Grade 4–6 English Language Syllabus (CDC, 2024).

Elements of Construct (EoC)

EoC	Description
EoC 1	Understands and interprets spoken information (Listening)
EoC 2	Produces ideas, thoughts and opinions through spoken language (Speaking)
EoC 3	Reads, interprets and summarises continuous and non-continuous text (Reading)
EoC 4	Demonstrates mastery of written language conventions (Writing and Structure)

Schedule: 10 tasks in Grade 4 (4 + 4 + 2 across Terms 1–3) and 10 tasks in Grade 5 (4 + 4 + 2). Each task is recorded out of **5 marks** (20 tasks, 100 marks in total). Record on the standardised ECZ score sheet.

Converting rubric marks to the recorded mark: (Raw mark ÷ rubric total) × 5. Example: 8/10 on Reading Aloud gives (8 ÷ 10) × 5 = 4.

Note: Grade 4 tasks use Grade 4 content only; Grade 5 tasks use Grade 5 content only. There is no SBA in Grade 6.

Task Summary Table

#	Grade	Term	Task	EoC	Marks
1	4	1	Reading Aloud	EoC 2	5
2	4	1	Listening Comprehension	EoC 1	5
3	4	1	Structure (tenses, common/proper nouns)	EoC 4	5
4	4	1	Dictation	EoC 1 and 4	5
5	4	2	Presentation	EoC 2	5
6	4	2	Reading Comprehension	EoC 3	5
7	4	2	Sequencing	EoC 4	5
8	4	2	Structure (prepositions, conjunctions)	EoC 4	5
9	4	3	Summary	EoC 3	5

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#	Grade	Term	Task	EoC	Marks
10	4	3	Composition	EoC 4	5
11	5	1	Summary	EoC 3	5
12	5	1	Reading Comprehension	EoC 3	5
13	5	1	Dictation	EoC 1 and 4	5
14	5	1	Interpretation of Information	EoC 3	5
15	5	2	Structure (continuous tenses, countable/uncountable nouns, prepositions)	EoC 4	5
16	5	2	Group Interaction	EoC 2	5
17	5	2	Skimming and Scanning	EoC 3	5
18	5	2	Presentation	EoC 2	5
19	5	3	Project / Report	EoC 3 and 4	5
20	5	3	Composition	EoC 4	5

Scoring Tools (from the ECZ Guidelines)

Rubric A: Reading Aloud (/10)

Criterion	Marks
Pronunciation and accuracy	3
Fluency (smooth, appropriate pace)	2
Expression and intonation	2
Observance of punctuation	2
Confidence and audibility	1

Rubric B: Oral Presentation (/10) – five criteria, each scored Excellent 2 / Good 1.5 / Satisfactory 1 / Needs improvement 0.5–0

Criteria: Content/information; Organisation and structure; Language use and vocabulary; Voice and delivery; Eye contact and body language.

Rubric C: Group Interaction / Role Play (/10) – five criteria, each scored Excellent 2 / Good 1.5 / Fair 1 / Poor 0.5–0

Criteria: Participation; Understanding of role; Communication skills; Cooperation and teamwork; Creativity.

Scoring Guide D: Dictation (/10)

Criterion	Marks

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Criterion	Marks
Spelling accuracy	4
Punctuation	2
Capitalisation	1
Word separation	1
Handwriting and neatness	2

Scoring Guide E: Summary (/6) – Content/main ideas 4; Relevance and brevity 2.

Scoring Guide F: Composition (/20)

Criterion	Marks
Content and relevance	5
Organisation and coherence	5
Language use (grammar, vocabulary, tense)	5
Spelling and punctuation	3
Creativity and expression	2

Structure, Reading Comprehension, Skimming/Scanning, Sequencing, Listening Comprehension and Interpretation of Information have no rubric: use the marking keys below (straight marking).

GRADE 4

TERM 1

Task 1: Reading Aloud (EoC 2)

EoC	EoC 2: Produces ideas, thoughts and opinions through spoken language
Specific competence	Reads texts aloud with fluency, acceptable pronunciation and appropriate expression
Level of difficulty	Applying
Key competences	Communication; Analytical Thinking
Marks / tool	Rubric A (/10), converted to /5

Teacher instructions: Call each learner individually. Learner reads the passage aloud in under 3 minutes, reading clearly, observing punctuation and reading with expression.

Passage – "The Maize Field"

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On Saturday morning, Bwalya went to the field with his grandfather. The sun was shining and the birds were singing. “Let us pick the maize before the rain comes,” said Grandfather. Bwalya filled one bag, then another. His hands were tired, but he was happy. “Can we roast some maize now?” he asked. Grandfather smiled and said, “Yes, we have worked hard!”

Task 2: Listening Comprehension (EoC 1)

EoC	EoC 1: Understands and interprets spoken information
Specific competence	Listens to information read out and responds to surface and inferential questions; identifies main ideas and supporting details
Level of difficulty	Understanding
Key competences	Communication; Analytical Thinking
Marks	5 (marking key below)

Teacher instructions: Read the passage aloud twice, clearly and slowly. Learners listen, then answer the questions after the second reading. Questions are read aloud or written on the board.

Passage (teacher reads) – “Thandiwe and the Lost Goat”

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