

Larra-Belagua

Source: Navarre Tourist Board

Author: Iñaki Tejerina

Marking-Guidelines

Name / Surname(s):

School:

Group:

City / Town:

Date:

English Literacy

Year 4 of Primary
Education



Instructions

This test consists of three parts: Listening, Reading and Writing.

Listening

We will begin with a listening test. You will hear someone speaking about a situation.

- First, read the questions (2 minutes).
- Listen carefully to the recording. You will hear the recording three times.
- After each part, you will have time to answer the questions.

For each question, you have to circle the right answer. *For example:*

Example 1. How many months are there in a year?

- A. 2 months.
- B. 17 months.
- ☒ C. 12 months.
- D. 10 months.

If you decide to change your answer, cross out (X) your first option and circle your new answer. *For example:*

Example 1. How many months are there in a year?

- ☒ A. 2 months.
- B. 17 months.
- ☒ C. 12 months.
- D. 10 months.

Reading

You will read two texts and answer several questions.

Writing

Lastly, you will write a short composition, following some instructions.



The whole test lasts 60 minutes.

Listening

You will hear an audio of a telephone call to a leisure center providing some information. Listen carefully and answer the questions.

1. Where is the woman calling?

- A. To the skating ring.
- B. To the local swimming pool.
- C. To the aqua park.
- D. To the adventure park.

Análisis de la pregunta 1	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Muy Fácil
Tipo de pregunta	Cerrada

2. The park opens...

- A. everyday.
- B. everyday from 9 to 6.
- C. everyday, except Saturdays.
- D. on Sundays from 9 to 10.

Análisis de la pregunta 2	
Proceso evaluado	Interpretar información
Puntuación máxima	1
Grado de complejidad	Difícil
Tipo de pregunta	Cerrada

3. On Saturdays, the park is open until night.

- A. True.
- B. False.

Análisis de la pregunta 3	
Proceso evaluado	Interpretar información
Puntuación máxima	1
Grado de complejidad	Difícil
Tipo de pregunta	Cerrada

4. How much is the entrance ticket for YOU (4th grade student)?

- A. £15.
- B. £50.
- C. £10.
- D. Free.

Análisis de la pregunta 4	
Proceso evaluado	Reflexionar sobre el contenido
Puntuación máxima	1
Grado de complejidad	Normal
Tipo de pregunta	Cerrada

5. Family tickets are...

- A. cheaper.
- B. more expensive.
- C. for big groups.
- D. for students.

Análisis de la pregunta 5	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Difícil
Tipo de pregunta	Cerrada

6. The woman is coming from London by...

- A. bus.
- B. train.
- C. car.
- D. on foot.

Análisis de la pregunta 6	
Proceso evaluado	Interpretar e integrar información
Puntuación máxima	1
Grado de complejidad	Fácil
Tipo de pregunta	Cerrada

7. How is the parking road name spelled?

- A. G-L-E-N-D-E-N-N-E-N
- B. G-L-E-N-D-E-N-E-N
- C. G-L-E-N-D-E-N-A-N
- D. G-L-E-N-D-E-N-N-A-N

Análisis de la pregunta 7	
Proceso evaluado	Reflexionar sobre la forma
Puntuación máxima	1
Grado de complejidad	Normal
Tipo de pregunta	Cerrada

8. Where can you eat pasta and meat at the water park?

- A. At the coffee shop.
- B. At the restaurant.
- C. At the gift shop.
- D. In the picnic area.

Análisis de la pregunta 8	
Proceso evaluado	Interpretar información
Puntuación máxima	1
Grado de complejidad	Normal
Tipo de pregunta	Cerrada

9. You can buy _____, _____ and _____ at the shop.

Marking criteria	
Marks	Answer
0	Any other response than “sweets, newspaper, books”. One correct word.
1	Only two correct words.
2	Three correct words: “ Sweets, newspaper, books ”.
Minor spelling mistakes will be accepted.	
Wrong word order will not be penalised.	

Análisis de la pregunta 9	
Proceso evaluado	Localizar información
Puntuación máxima	2
Grado de complejidad	Normal
Tipo de pregunta	Abierta

Reading 1

ENDANGERED ANIMALS

Endangered animals are animals that are in danger of getting extinct. This means that there is a little number of these animals left in the world. Some animals are in danger because their predators are bigger in number, others because of the destruction of their habitats, and some others because of human activities: hunting or fishing.



The giant panda is one of the rarest mammals in the world. Pandas live in the mountains in China where bamboo forests grow. Bamboo forests where giant pandas live are destroyed by humans, so many pandas now live in nature reserves where their habitat is protected.



cold
in

Giant pandas love eating bamboo, and they spend more than 12 hours a day eating! There are less than 1 900 giant pandas left in the world.

Tigers are the largest, heaviest,



and most powerful cats. Adult tigers usually live alone in big areas, near lakes or rivers where they can hunt their food, also swim, and rest. Human agriculture and farms affect tigers' habitat. The biggest danger for tigers are poachers, people who illegally hunt and kill animals. There are less than 4 000 tigers left in the wild now.



Nearly all species of sea turtles are endangered. The biggest turtles live in tropical, warm waters. The green turtle is the biggest and heaviest sea turtle: more than 300 kg and 1,5 meters long. Humans fish sea turtles for their meat, shell, skin, and eggs. There are about 85 000 green sea female turtles left in our oceans.



10. What does “endangered animals” mean?

- A. Animals being attacked by other animals.
- B. Animals in danger of extinction.
- C. Animals that can't live in their habitats.
- D. Over population.

Análisis de la pregunta 10	
Proceso evaluado	Interpretar información
Puntuación máxima	1
Grado de complejidad	Fácil
Tipo de pregunta	Cerrada

11. Only human activities affect endangered species of animals.

- A. True.
- B. False.

Análisis de la pregunta 11	
Proceso evaluado	Interpretar información
Puntuación máxima	1
Grado de complejidad	Normal
Tipo de pregunta	Cerrada

12. Why do pandas live in nature reserves?

- A. Because humans give them food and water.
- B. Because nature reserves are big.
- C. Because humans destroy bamboo forests.
- D. Because China has lots of bamboo forests.

Análisis de la pregunta 12	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Normal
Tipo de pregunta	Cerrada

13. Adult tigers usually live...

- A. in small groups.
- B. only with their family.
- C. in big groups.
- D. with no company – solitary.

Análisis de la pregunta 13	
Proceso evaluado	<i>Interpretar e integrar información</i>
Puntuación máxima	1
Grado de complejidad	<i>Normal</i>
Tipo de pregunta	<i>Cerrada</i>

14. What is the biggest danger for tigers?

- A. Human agricultura.
- B. Farms.
- C. Other animals.
- D. **Poachers.**

Análisis de la pregunta 14	
Proceso evaluado	<i>Localizar información</i>
Puntuación máxima	1
Grado de complejidad	<i>Muy fácil</i>
Tipo de pregunta	<i>Cerrada</i>

15. Think a little! What can you do to help green sea turtles?

- A. **Keep sea and ocean waters clean.**
- B. Buy turtle shell souvenirs.
- C. Eat turtle soup in Asian restaurants.
- D. Have a turtle pet at home.

Análisis de la pregunta 15	
Proceso evaluado	<i>Reflexionar sobre el contenido</i>
Puntuación máxima	1
Grado de complejidad	<i>Fácil</i>
Tipo de pregunta	<i>Cerrada</i>

16. According to the text, there are more tigers left in the world than _____.

Marking criteria	
Marks	Answer
0	An incorrect response.
1	The correct response: <i>"pandas"</i> .

Análisis de la pregunta 16	
Proceso evaluado	<i>Localizar información</i>
Puntuación máxima	1
Grado de complejidad	<i>Difícil</i>
Tipo de pregunta	<i>Abierta</i>

Reading 2



MY VIRUS EXPERIENCE



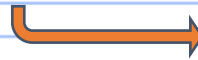
The world is full of virus, millions of them. There are more viruses in the world than there are stars in the universe! But now, we know a lot about one specific virus: the Covid-19.

When I was in 4th grade, in 2020, the Covid-19 pandemic stopped the world. I started writing a diary for my language class. Do you want to read about a school day during the pandemic?

Monday, 13th April 2020

Today is Monday and we start a new week with online school. After one month with online classes, now I know my new timetable.

My teacher Susan makes a video call at 9:30 and all students connect with their computers. We have Science class. We are working on the universe and the planets. We first correct our homework and then we watch a video about planet Mars. We learn there is a robot named Perseverance in Mars sending photos to the Earth. It's amazing!



After Science class, we have a 30 minutes break and then, at 11:00 we connect with Gonzalo, our Music teacher. We are practicing rhythms and each student presents a short song using a cup that you can flip, turn or tap while singing. It's a difficult challenge and I need to practice a lot!



17. There are more stars in the universe than viruses in the world.

- A. True.
- B. False.

Análisis de la pregunta 17	
Proceso evaluado	Interpretar información
Puntuación máxima	1
Grado de complejidad	Fácil
Tipo de pregunta	Cerrada

18. According to the text, when did Covid-19 pandemic make us to stop our life?

- A. 13th April 2020.
- B. 2020.
- C. 2019.
- D. 4th April 2020.

Análisis de la pregunta 18	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Normal
Tipo de pregunta	Cerrada

19. What is the diary about?

- A. A school day during the pandemic.
- B. A day at home during the pandemic.
- C. A language class homework.
- D. A cup song challenge.

Análisis de la pregunta 19	
Proceso evaluado	Integrar información: comprensión global
Puntuación máxima	1
Grado de complejidad	Normal
Tipo de pregunta	Cerrada

20. The online classes start at _____ and students need a _____.

Marking criteria	
Marks	Answer
0	Any other response than "9:30"/"computer" or these two words in wrong order.
1	Only one word: "9:30"/"computer" in this order.
2	Two words and correct order: "9:30"/"computer" .
Minor spelling mistakes will be accepted	

Análisis de la pregunta 20	
Proceso evaluado	Localizar información
Puntuación máxima	2
Grado de complejidad	Fácil
Tipo de pregunta	Abierta

21. How many subjects are the students working on Monday, 13th April 2020?

- A. One subject: Science.
- B. Two subjects: Science and Music.
- C. Three subjects: Language, Science and Music.
- D. Four subjects: Language, Science, Music and Computers.

Análisis de la pregunta 21	
Proceso evaluado	Integrar información: comprensión global
Puntuación máxima	1
Grado de complejidad	Muy fácil
Tipo de pregunta	Cerrada

22. What does the Perseverance do?

- A. Travels to Mars.
- B. Sends photos to the Earth.
- C. Looks for water on Mars.
- D. Investigates about aliens.

Análisis de la pregunta 22	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Fácil
Tipo de pregunta	Cerrada

23. When is the break?

- A. After Music class.
- B. Before Science class.
- C. At 11:00.
- D. After Science and before Music.

Análisis de la pregunta 23	
Proceso evaluado	Interpretar información
Puntuación máxima	1
Grado de complejidad	Normal
Tipo de pregunta	Cerrada

24. Who is teaching rhythm in Music class?

- A. The students.
- B. Susan.
- C. Me.
- D. Gonzalo.

Análisis de la pregunta 24	
Proceso evaluado	Localizar información
Puntuación máxima	1
Grado de complejidad	Fácil
Tipo de pregunta	Cerrada

25. Say if these sentences are true or false:

	True	False
A. The student who writes the diary is now in 4 th grade.		X
B. All students know their timetable from the first day of pandemic.		X
C. They need to sing for the music project.	X	
D. The diary writer is interested in Mars.	X	

Marking criteria	
Marks	Answer
0	Less than 3 correct responses.
1	3 correct responses
2	4 correct responses: F, F, T, T.

Análisis de la pregunta 26	
Proceso evaluado	Interpretar e integrar información
Puntuación máxima	2
Grado de complejidad	Diffícil
Tipo de pregunta	Cerrada

Writing

Finally! The Covid-19 pandemic is over and we can travel!

Where will you go to have the best holidays ever?

26. Write about the best place to go on holidays (around 80 words). You can choose a different place: your village, a touristic city, the beach, the mountain...

SOME VOCABULARY:



Sandcastle



Snorkeling



Kayaking



Go down the slide



Water park



Ski resort



Theme park



Roller coaster

SOME IDEAS YOU CAN TALK ABOUT...

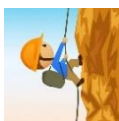
- **Where** you will go.



- **When** you will go.



- **What** you can or can't do.



- **The people** you will go with...



- **Why** it is the best place.



You can use, if you want, this space for **ORGANIZE YOUR IDEAS** before you start writing:

First paragraph	
Second paragraph	
Third paragraph	

[illegible]

<i>This part is for the teacher only</i>	Mark 0, 1, 2, 3 or 4
General presentation and spelling	
Coherence and cohesion	
Grammatical accuracy and lexical range	
Item 26 – Total:	/12

HOW TO MARK THE COMPOSITION

It is likely that the 4th teachers that have to mark this composition are using this kind of rubric for the first time. Acknowledging the difficulty of the task, we enclose a simple guide to help them with the marking.

Marking the composition

The 12 marks of the writing task are divided into three parts:

1) General presentation and spelling:

PRESENTATION: we can expect a clear handwriting, well-defined margins and few cross-outs.

SPELLING ACCURACY: The text must respond to the spelling accuracy expected for the vocabulary acquired by the end of 4th grade of primary. Occasional mistakes are acceptable in less frequent words.

2) Coherence and cohesion:

COHERENCE (and adequacy): The text has to be coherent and has to respond appropriately to the task given and the length required. The reader must understand it without great difficulty. In this case, the student has to write a composition of around 80 words about the best place to go on holidays. In order to make it easier, they have some vocabulary to be used and some ideas that can help them to structure the writing.

COHESION:

The sentences have to express complete ideas and be linked together. We can expect the use of some connectors as ALSO, TOO, BECAUSE, AND, BUT. Even if no cohesive devices are used, cohesion can be expressed through the use of sentences ordered in a logical way, by the use of paragraphs to differentiate pieces of information and by the punctuation (full spots and commas).

3) Grammatical accuracy and lexical range

GRAMMATICAL ACCURACY: The text has to show correctness and control of the use of the structures that must have been mastered by the end of 4th grade of primary.

In this composition, students are expected to use:

- The FUTURE SIMPLE to express the place where they will go to have the best holidays ever, when they will go and the people they will go with.
- The PRESENT SIMPLE to explain what they can or can't do there and to give the reasons why it is the best place.
- The MODAL WOULD: we could expect only for some students the use of the conditional structure, but it cannot be required as compulsory.
- QUANTIFIERS: very, a lot, a lot of...

- The RIGHT ORDER of the different elements in the sentence (subject + verb + complement).
- THERE ARE / THERE IS: if they want to explain what can be found in their holiday's destination.

LEXICAL RANGE: The text must show the lexical richness and variety expected by the end of 4th grade.

THE EXPECTED VOCABULARY could be:

- NOUNS to talk about places (*beach, mountain, village, city, park, camping, river, church, museum, castle, palace...*), seasons and months, family or friends, temperatures (*hot, cold...*)
- NOUNS and VERBS related to hobbies, sports or activities you can do on holidays (*play football, go surfing, go to the cinema, play the saxophone, visit, swim, make, travel ...*)
- ADJECTIVE MODIFIERS (*really, very...*)
- ADJECTIVES to describe the place or the activity (*big, beautiful, funny, cool...*)
- VERBS of thinking and opinions: (*my favourite..., I like it because...*)

OPTIONAL PLANNING: they could use the space given to organize the ideas before writing. This year is not necessary/ compulsory to use/ fill it but teachers should motivate/ drive students to make a plan or a scheme/ draft, being aware of the many different ways of organising the ideas –mind map, list, etc.

ASSESSMENT CRITERIA – WRITING

	0 mark	1 mark	2 marks	3 marks	4 marks
General presentation and spelling	The student does not perform the task.	<p>Work clearly unsatisfactory for the level expected:</p> <p>Too many spelling mistakes in basic vocabulary affecting comprehension. Capitalization is random, inconsistent, and sometimes nonexistent.</p> <p>Illegible handwriting and cross-outs.</p>	<p>Until unsatisfactory level:</p> <p>Spelling is correct on grade level words but not on words that are more difficult. Capitalization is inconsistently applied except for the easiest rules.</p> <p>Sloppy handwriting.</p>	<p>Level expected:</p> <p>Some mistakes on difficult words. (Max. 5) The reader can understand easily.</p> <p>No or few cross-outs. Clear handwriting. Well-defined margins.</p>	<p>Beyond the level requirements:</p> <p>Less than 5 spelling mistakes.</p> <p>No or few cross-outs. Clear handwriting. Well-defined margins</p>
Coherence and cohesion	The student does not perform the task.	<p>Total lack of coherence.</p> <p>0-3 written lines or several required elements are missing.</p> <p>Text has no clear structures: sentences, commas, full stops...</p>	<p>There is not a clear sense of direction with the ideas.</p> <p>At least 3 required elements are included.</p> <p>2 or 3 sentences expressing complete ideas.</p> <p>No connectors.</p>	<p>Easy to understand, even if there are some incoherent points.</p> <p>All the required elements are included.</p> <p>Minimum of 5-6 sentences expressing complete ideas.</p> <p>Use of connectors and punctuation.</p>	<p>The text is coherent, clear sense of direction.</p> <p>All the required elements are included as well as additional information.</p> <p>All the sentences express complete ideas and most of them are linked together. Correct use of connectors and punctuation.</p>
Grammatical accuracy and lexical range	The student does not perform the task.	<p>Words are misused often.</p> <p>Incomprehensible</p> <p>A large number of grammatical errors.</p>	<p>Basic simple vocabulary.</p> <p>The text fulfills the task, but:</p> <p>Unnatural sounding phrasing which breaks up the flow of the paper.</p> <p>Sometimes: incorrect subject/verb concordance.</p>	<p>Adequate and varied vocabulary.</p> <p>No grammatical errors affecting comprehension:</p> <p>Simple sentences, sentence structure partially correct.</p> <p>2 grammatical errors. A correct subject/verb concordance.</p>	<p>Rich vocabulary and creativity.</p> <p>High grammatical accuracy:</p> <p>Sentence structure allows reader to understand on first attempt. Use of relative clauses.</p> <p>Max 1 grammatical error.</p>

SOME SAMPLE MARKED COMPOSITIONS

Below are several authentic samples of marked compositions written by year 4 of Primary Education pupils and the marks given.

SAMPLE N° 1

Best holidays!



Finally! The Covid-19 pandemic is over and we can travel!

Where will you go to have the best holidays ever?

I will go to Donosti. He go to se fotball match Real sociedad vs Osasuna. Late he go to se uncle and eat in one restaurant. Late i go to the beach play with my family. Late i go of my sister Theme park is beudiful and bery big. Late i go of my family Elizondo and i go to bed.

This part is for the teacher only

	Mark 0, 1, 2, 3 or 4
General presentation and spelling	2
Coherence and cohesion	2
Grammatical accuracy and lexical range	2
Item 26 – Total:	6 /12

(Sample 1)

GENERAL PRESENTATION AND SPELLING

- **Is the text clean and tidy?** Yes.
- **Is the handwriting clear and balanced?** Yes, it's easy to read and shows a consistent pattern.
- **Spelling accuracy:** spelling is correct on some grade level words but there are quite a few mistakes in basic vocabulary ("to se", "football", "bery") .
- **Capitalization:** capitalization is consistently applied.

Overall section mark: **2/4**. Although the text is clean and capitalization is used consistently, the spelling mistakes are too basic for the level and have leveled down the overall mark.

COHERENCE AND COHESION

- **Cohesion** (structure, use of punctuation, connectors): basic use of connectors (just "late"). Very basic structure for the level and no use of paragraphs.
- **Coherence:** does the text make sense? Though there is a sense of direction with the ideas some of the ideas are not linked together (eg; "i go with my sister Theme Park is beautiful") and the text does not meet the length required.
- **Content:** does the text include required elements? most elements included but not enough developed.

Overall section mark: **2/4**. Though there is a sense of direction there are some elements missing and the length is too short for the task. Also, no paragraphs or connectors.

GRAMMATICAL ACCURACY AND LEXICAL RANGE

- **Lexical range and use:** basic and simple vocabulary used.
- **Sentence structure:** some sentence structure has unnatural sounding phrasing (i go of my family Elizondo, i go of my sister theme park).
- **Grammatical accuracy:** the candidate uses only the present simple tense, and the quantifier "very" once in addition to some incorrect subject /verb concordance.

Overall section mark: **2/4**. The candidate uses basic and simple vocabulary and although the text fulfills the task the unnatural sounding phrasing, basic grammar structures and the incorrect subject, verb concordance does not allow for a higher mark.

SAMPLE N° 2

Best holidays!



Finally! The Covid-19 pandemic is over and we can travel!

Where will you go to have the best holidays ever?

I will go to London at the 1st of July ~~in~~ in me ~~bird~~ birthday.

I will like to go there with me family of Cintravenigo and me family of there of London. I like to go to a lot of museums and one of the museum I like to go is of Harry Potter because is me fauvorite movie. Also I like to go to the eye and to the big been.

I like to go there because is me favorite place and because there is my family legre, Gustabo, Mariycela, Gustavo, Oliver and Alana ~~but I~~

This part is for the teacher only

	Mark 0, 1, 2, 3 or 4
General presentation and spelling	2
Coherence and cohesion	3
Grammatical accuracy and lexical range	3
Item 26 – Total:	8 /12

(Sample 2)

GENERAL PRESENTATION AND SPELLING

- **Is the text clean and tidy?** It has some cross-outs but the use of paragraphs and margins makes it tidy.
- **Is the handwriting clear and balanced?** Clear and easy to read.
- **Spelling accuracy:** correct in grade level words with some mistakes on basic vocabulary ("me" instead of "my", "will" instead of "would", "birday") and in more difficult words ("fauvorite").
- **Capitalization:** correct capitalization after full stops though missing in some proper names (big been).

Overall section mark: **2/4**. Though the text is clean and the handwriting is legible there are some basic spelling mistakes, which have leveled down the overall mark.

COHERENCE AND COHESION

- **Cohesion:** structure, use of punctuation, connectors: The text is structured in three paragraphs and the candidate uses some connectors which makes it easy to understand.
- **Coherence: does the text make sense?** There is a sense of direction with ideas laid in a logical order with some of them linked together. The text also meets the length required.
- **Content:** does the text include required elements? Yes.

Overall section mark: **3/4**. The text is easy to understand and has included all elements.

GRAMMATICAL ACCURACY AND LEXICAL RANGE

- **Lexical range and use:** adequate for the level ("museum", "movie", "favorite"). Some missing adjectives.
- **Sentence structure:** Simple sentences and partially correct structure allowing for some flow.
- **Grammatical accuracy:** use of the future simple and present simple. Use of quantifiers ("a lot of") and the "would" structure which is rare in this level (despite being written as "will").

Overall section mark: **3/4**. The vocabulary range is just adequate and the grammatical errors don't affect comprehension. The use of "would" has leveled up the overall mark to a 3.

Best holidays!



Finally! The Covid-19 pandemic is over and we can travel!

Where will you go to have the best holidays ever?

I will go to London with my friends, the 13 of august. First we do our backpacks and we go to the airplane. When we travel to London, when we travel to London we go to a hotel and we breakfast a coffee and a cookie. Second we buy tickets to the water park, we do again our backpacks to go to the water park! into the backpacks we put on the Bikinis and we enter to a taxi.

When the water park finish we go to the hotel to eating pizza and drink Coca cola. Minutes later we go to the beach and we do sandcastle.

Finally we go to the Roller coaster and we go to the hotel to eat and sleep.

This part is for the teacher only

	Mark 0, 1, 2, 3 or 4
General presentation and spelling	3
Coherence and cohesion	4
Grammatical accuracy and lexical range	3
Item 26 – Total:	10 /12

(Sample 3)

GENERAL PRESENTATION AND SPELLING

- **Is the text clean and tidy?** Yes. Correct use of margins and paragraphs.
- **Is the handwriting clear and balanced?** Yes, it is easy to understand and has a consistent pattern.
- **Spelling accuracy:** it shows some phonetic spelling ("ferst", "tu", "cooki").
- **Capitalization:** yes. In addition, the candidate uses exclamation points appropriately once.

Section overall assessment: **3/4**. The area to improve here is the phonetic spelling. However, the clean presentation and good use of capitalization and exclamation points levels up the overall mark.

COHERENCE AND COHESION

- **Cohesion:** structure, use of punctuation, connectors: the text is well structured presenting the information in a logical order in three paragraphs and meeting the word count. It shows a good use of full stops and some commas. The candidate uses connectors and it does so appropriately ("Firsts", "second", "when", "minutes later", "finally"...).
- **Coherence: does the text make sense?** Yes. Ideas are linked and laid in a logical order
- **Content:** does the text include all the required elements? Almost. The reason why it is the best place to go on holiday is missing.

Section overall assessment: **4/4**. The missing content element is leveled up by the wide and good use of connectors and punctuation and the logical organization of the text. 4/4

GRAMMATICAL ACCURACY AND LEXICAL RANGE

- **Lexical range and use:** the candidate uses a good range of vocabulary and expressions ("backpack", "put on the bikini", "enter to a taxi", "we do again our backpacks", "minutes later"...)
- **Sentence structure:** in general, the sentence structures are partially correct allowing for some flow.
- **Grammatical accuracy:** grammatical errors do not affect comprehension ("we go to the hotel to eating pizza", "we breakfast a coffee and a cookie"...)

Section overall assessment: **3/4**. The candidate uses adequate and varied vocabulary and the grammatical errors do not affect comprehension.

SAMPLE N° 4

Best holidays!



Finally! The Covid-19 pandemic is over and we can travel!

Where will you go to have the best holidays ever?

I will go to New York with my: Mum, dad, and my brother.
I will stay there from the 21TH of June, to the 1st of September. I want to travel to New York because is very big, there are a lot of monuments, and there live a lot of famous people.

The first thing that I will do is visit the liberty statue, it's very big! Then I will go to the highest part of the empire state. Next I will watch the NBA in the Nets basketball court, is one of my favourite teams, there I can meet Kevin Durant or James Harden. Then I will stay a little bit walking in Central park with my family, is the biggest park in the world. Finally! I will visit Wall Street there are a lot of industries.
It will be the best summer of my life!

This part is for the teacher only

		Mark 0, 1, 2, 3 or 4
General presentation and spelling		4
Coherence and cohesion		4
Grammatical accuracy and lexical range		4
Item 26 – Total:		12 /12

(Sample 4)

GENERAL PRESENTATION AND SPELLING

- **Is the text clean and tidy?** Yes, there are no cross-outs and the use of paragraphs makes the text tidy.
- **Is the handwriting clear and balanced?** Yes, it is easy to read and shows a very consistent pattern.
- **Spelling accuracy:** spelling is correct on all common words and most difficult. Moreover, exclamation points are well used.
- **Capitalization:** capitalization is applied consistently after full stops and some proper nouns ("New York", "September", "Kevin Durant", "Central Park"...)

Overall section mark: **4/4**. The candidate has done very well in all the subsections (presentation, spelling and capitalization) so the highest mark is deserved.

COHERENCE AND COHESION

- **Cohesion:** structure, use of punctuation, connectors: The candidate makes a correct use of connectors ("the first thing", "next", "then", "finally") and punctuation. The text is organized in a logical way making it very easy to follow.
- **Coherence: does the text make sense?** Yes.
- **Content:** does the text include required elements? Yes, the place, the people he will go with, what he will do there and the reason why it's his favorite holiday are all dealt with in the text.

Overall section mark: **4/4**. The candidate has structured the text in a logical way and has applied cohesive devices and connectors consistently which has resulted in a very coherent text.

GRAMMATICAL ACCURACY AND LEXICAL RANGE

- **Lexical range and use:** rich vocabulary used ("liberty statue", "industries", "court", "famous", "meet"...).
- **Sentence structure:** sentence structure flows well allowing reader to understand it on first attempt.
- **Grammatical accuracy:** proper use of quantifiers ("a lot of", "little bit", "very"...), verbs (future simple, present simple, use of "there are" to explain what can be found there) and superlatives ("biggest", "highest", "best"). High grammatical accuracy most of the time.

Overall section mark: **4/4**. The candidate has shown a wide range of vocabulary and grammar structures for the level plus high grammatical accuracy most of the time.