

DIAGNOSTIC EVALUATION

Year 4 of Primary Education

SCHOOL YEAR 2024-2025

MARKING-GUIDELINES

E_{NGLISH}

LITERACY

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Honako hau da atal bakoitzaren edukia:

- LABURPENA

Probaren item bakoitza **zein motatakoa** den, zein duen **erantzun zuzena**, lor daitekeen **gehieneko puntuaketa**, dagozkion **oinarrizko jakintza, konpetentzia espezifiko** eta **ebaluatutako prozesua** taula batean bildu dira.

- II. ZUZENDU BEHARREKO GALDERAK

Zuzendu bharreko ítem bakoitzaren **erantzuna** eta **zuzentzeko** eta **kalifikatzeko irizpideak**.

Eranskinetan zuzenketa egiteko jarraibideak (A eta B) eta hainbat adibide eta beren zuzenketak (C) atxiki dira.

- III. LISTENING TRANSCRIPTION

- IV. IRAKURKETA PROZESUAK

Irakurketa prozesuak, itemaren erantzunaren mota eta testu mota.

- V. KOADERNOA SOLUZIOEKIN

Ikasleari emandako liburuxka bera, item bakoitzaren erantzuna nabarmendu delarik.

I. LABURPENEA

English Literacy frogak 28 item ditu. Horietako zazpi zuzendu eta kalifikatu behar dira. Honako hauek dira:

11, 16, 22, 25, 26, 27 eta 28

Item bakoitza zein motatakoa den, zein duen erantzun zuzena, lor daitekeen gehieneko puntuaketa, dagokion oinarritzko jakintza, konpetentzia espezifiko eta ebaluatutako prozesua ageri dira taula honetan:

	Itema	Itema mota	Erantzun zuzena	Gehieneko puntuazioa	Konpetentzia espezifiko	Oinarritzko jakintza	Ebaluatutako prozesua
Listening <i>Whatsapp conversation</i>	1	Itxia	B	1	KE 1	A.2/ A.6/ A.7/ A.8	Aurkitzea
	2	Itxia	C	1	KE 1	A.2/ A.6/ A.7/ A.8	Aurkitzea
	3	Itxia	B	1	KE 1	A.2/ A.6/ A.7/ A.8	Aurkitzea
	4	Itxia	C	1	KE 1	A.2/ A.6/ A.7/ A.8	Interpretatzea
	5	Itxia	B	1	KE 1	A.2/ A.6/ A.7/ A.8	Interpretatzea
	6	Itxia	D	1	KE 1	A.2/ A.6/ A.7/ A.8	Aurkitzea
	7	Itxia	B	1	KE 1	A.2/ A.6/ A.7/ A.8	Aurkitzea
	8	Itxia	A	1	KE 1	A.2/ A.6/ A.7/ A.8	Aurkitzea
	9	Itxia	B	1	KE 1	A.2/ A.6/ A.7/ A.8	Ulermen globala
	10	Itxia	C	1	KE 1	A.2/ A.6/ A.7/ A.8	Interpretatzea
Reading 1 <i>Hero dog</i> - Jarraitua - Narrazioa/ azalpena. - Berria	11	Erdi-eraikia	Ikus II. atala	1	KE 1	A.2/ A.5/ A.6/ A.7	Aurkitzea
	12	Itxia	B	1	KE 1	A.2/ A.5/ A.6/ A.7	Aurkitzea / hausnartzea
	13	Itxia	C	1	KE 1	A.2/ A.5/ A.6/ A.7	Aurkitzea
	14	Itxia	C	1	KE 1	A.2/ A.5/ A.6/ A.7	Aurkitzea
	15	Itxia	D	1	KE 1	A.2/ A.5/ A.6/ A.7	Interpretatzea
	16	Erdi-eraikia	Ikus II. atala	1	KE 1	A.2/ A.5/ A.6/ A.7	Aurkitzea
	17	Itxia	B	1	KE 1	A.2/ A.5/ A.6/ A.7	Aurkitzea
	18	Itxia	B	1	KE 1	A.2/ A.5/ A.6/ A.7	Interpretatzea
	19	Itxia	A	1	KE 1	A.2/ A.5/ A.6/ A.7	Interpretatzea
	20	Itxia	C	1	KE 1	A.2/ A.5/ A.6/ A.7	Ulermen globala
	21	Itxia	A	1	KE 1	A.2/ A.5/ A.6/ A.7	Ulermen globala
Reading 2 <i>Summer camps</i> - Jarraitua - Azalpena. - kartelak	22	Erdi-eraikia	Ikus II. atala	1	KE 1	A.2/ A.5/ A.6/ A.7/ C.4	Aurkitzea
	23	Itxia	C	1	KE 1	A.2/ A.5/ A.6/ A.7/ C.4	Interpretatzea
	24	Itxia	B	1	KE 1	A.2/ A.5/ A.6/ A.7/ C.4	Aurkitzea
	25	Erdi-eraikia	Ikus II. atala	1	KE 1	A.2/ A.5/ A.6/ A.7/ C.4	Aurkitzea
	26	Itxia	Ikus II. atala	2	KE 1	A.2/ A.5/ A.6/ A.7/ C.4	Interpretatzea
	27	Itxia	Ikus II. atala	2	KE 1	A.2/ A.5/ A.6/ A.7/ C.4	Interpretatzea
Writing	28	Irekia	Ikus II. atala	10	KE 2/ KE 3	A.4/ A.5/ C.4	Idazmena
Puntuazioa guztira: 39							

II. ZUZENDU BEHARREKO GALDERAK

Atal honetan zuzendu beharreko zazpi itemen **ebazpena** (hala dagokionean) zein **zuzentzeko eta kalifikatzeko irizpideak** agertzen dira. Zuzendu eta kalifikatu beharreko galderak hauek dira:

11, 16, 22, 25, 26, 27 eta 28

11. What is the name of Kobe's owner?

Marking criteria	
Marks	Answer
1	<i>Chanell / Chanell Bell</i>
0	Any other answer.
Spelling mistakes will not be penalised.	

16. What did Chanell use to detect the gas?

Marking criteria	
Marks	Answer
1	<i>"Gas detection tool".</i>
0	Any other answer.
Spelling mistakes will not be penalised.	

22. In the Animal Camp you can enjoy a trip to the Wildlife Conservation Park: where is this Park?

Marking criteria	
Marks	Answer
1	<i>"In the city of Birmingham" / In Birmingham</i>
0	Any other answer, just "the city".
Spelling mistakes will not be penalised.	

25. If children want to go to the Art Camp on August, from what day to what day will she go? From the ___ th to the ___th.

Marking criteria	
Marks	Answer
1	<i>5 / 9.</i>
0	Any other answer.
Spelling mistakes will not be penalised.	

26. Write T (true) or F (false):

	T	F
A. In the Art Camp they work on the same topic every week.		X
B. You work with cows at the Animal Camp.	X	
C. In the Animal Camp you will enjoy only animal-related activities.		X
D. In the Animal Camp you have to pay for the equipment.		X

Marking criteria	
Marks	Answer
Correct answers: <i>F, T, F, F.</i>	
0 – 2	0.5 for each correct answer.

27. Mark with an X if each sentence talks about the Animal Camp, the Arte camp or both:

	Animal camp	Art camp	The two of them
A. This camp costs under 400 €.	X		
B. This camp is for 13 years old children.		X	
C. You go on a trip.			X
D. You can invite your family.		X	

Marking criteria	
Marks	Answer
Correct answers: <i>Animal camp, Art camp, The two of them, Art camp.</i>	
0 – 2	0.5 for each correct answer.

28. Writing

		Mark 0, 0.25, 0.5, 1
Planning		
General presentation		
Spelling		
Grammatical accuracy		
Lexical range		
Adequacy		
Coherence		
Cohesion	Sentence structures	
	Punctuation, paragraphs	
	Cohesive devices	
Item 28 – Total:		/10

WRITING

- Marks according to each level: level 1, 0 marks; level 2, 0,25; level 3, 0,5; level 3+, 1 point.
- Consequently, the highest mark will be 10 points.

It is likely that the 4th grade teachers who are 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 with the marking.

In **Appendix A** a description of each section is included. It may well be used as support material to reach an homogeneous marking criteria. It obviously refers to 4th of primary, but it could be used for any level. **Appendix B** corresponds to the usual rubric format. **Appendix C** comprises examples of written production along with the marks given.

A. HOW TO MARK THE COMPOSITION

The 10 marks of the writing task are divided into eight parts:

PLANNING. It has been proved that a planning stage during the writing process improves the final writing and what is more, it must be taught in primary education. That is why it is absolutely convenient to include it in the Diagnostic Assessment. Originally, the assessment criteria to mark the planning were the following:

It is likely that the 4th grade students are using a text planning guide for the first time, that is the reason why we can give one point just for using the space. However, if some teacher wants to evaluate the use of this space because they have worked on this ability, it is possible to graduate the marks (0.25, 0.5).

PRESENTATION: we can expect 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 of primary. Occasional mistakes are acceptable in less frequent words.

GRAMMATICAL ACCURACY: the text has to show correctness and control in the use of the structures that must have been mastered by the end of 4th of primary. In this composition, students could use:

- The PRESENT SIMPLE to write about or their habits and routines.
- QUANTIFIERS and ADJECTIVE MODIFIERS: *very, a lot, a lot of..., really...* (high level).
- COMPARATIVE ADJECTIVES: *-er than* (for a 3+).
- ADVERBS (OF FREQUENCY, SEQUENCING): *always, sometimes, never, first, then...*
- THERE ARE / THERE IS.
- MODAL CAN: use of this modal verb to talk about the activities they can do during their holidays.

LEXICAL RANGE: the text must show the lexical richness and variety expected by the end of 4th grade. THE EXPECTED VOCABULARY could be:

- NOUNS related to hobbies, sports or activities they enjoy (*badminton, ball, baseball, basketball, bike, boat, book, camera, favourite, game, guitar, hobby, hockey, kite, music, photo, picture, skateboard, soccer, sport, table tennis, take a photo/picture, television/TV, tennis, tennis racket, toy, film, cinema, comic, party, sports centre, swimming pool, towel, video...*).
- VERBS related to hobbies or activities they enjoy (*drive, enjoy, play football, go surfing, go to the cinema, read, practice, visit, swim, make, ride, run, sing, skateboarding, fly, walk, sail, go shopping, dance, jump, fishing, watch, roller skating...*).
- VERBS related to routines (*wake up, get up, take a shower, have breakfast/ lunch/ dinner, watch TV, do homework, do housework, clean, tidy, play, cook, make, listen to music, eat, go for a walk, go shopping, go to bed, help somebody...*)
- NOUNS related to places (*beach, swimming pool, castle, museum, city/town, village, streets, mountain, river, bus station, bus stop, cafe, park, centre, cinema, farm, library, shop, map, market, shopping centre, sports centre, supermarket...*).

- NOUNS related to family and friends (*baby, boy, brother, child/children, cousin, dad, family, father, friend, girl, grandfather, grandma, grandmother, grandpa, mother, mum, person/people, sister, young, aunt, daughter, parent, son, uncle...*).
- ADJECTIVES to describe (*big, small, beautiful, funny, cool, difficult, hot, cold, long, tall, short...*).
- VERBS of thinking and giving opinion (*my favourite is..., I like it because..., I love this place...*).

ADEQUACY: the text has to respond appropriately to the task given and the length required. In this case, the student has to write a typical class essay talking about the activities and routines on a summer day. In order to make it easier, they have some ideas that can help them.

COHERENCE: the text has to be coherent and the structure has to be clear; the student should not repeat the same ideas. The reader must understand it without great difficulty.

COHESION: the sentences have to express complete ideas and be linked together. This section is divided into three parts:

- **Sentence structure**: The RIGHT ORDER of the different elements in the sentence (subject + verb + complement).
- **Paragraphs and punctuation**: cohesion can be expressed through the use of paragraphs to differentiate pieces of information and by a correct use of punctuation (full stops and commas, mostly).
- **Cohesive devices**: we can expect the use of some connectors as *BECAUSE, AND* (level 3), *BUT, TOO, FIRST, THEN, THIS YEAR/WEEK/SUMMER*, (level 3+). In this part, we can also evaluate the use of pronouns or adverbs in order to avoid some words repeating, helping the text to be linked.

B. ASSESSMENT CRITERIA – WRITING*

	Level 1 0 marks Work clearly unsatisfactory for the level expected:	Level 2 0.25 marks Until unsatisfactory level:	Level 3 0.5 marks Level expected:	Level 3+ 1 mark Beyond the level requirements:
Planning	The student does not use the space at all.			The student uses the space given.
Presentation	Illegible handwriting and cross-outs.	Sloppy handwriting.	Few cross-outs. Decent handwriting. Well-defined margins.	No or very few cross-outs. Clear handwriting. Well-defined margins.
Spelling	Too many spelling mistakes in basic vocabulary affecting comprehension. Capitalization is random, inconsistent, and sometimes nonexistent.	Spelling is correct on grade level words, but not on words that are more difficult. Capitalization is inconsistently applied except for the easiest rules.	Some mistakes on difficult words. (Max. 6) The reader can understand easily.	Less than 5 spelling mistakes.
Grammatical accuracy	Incomprehensible due to a large number of grammatical errors.	Mostly comprehensible, but unnatural sounding phrasing which breaks up the flow of the paper.	No grammatical errors affecting comprehension: Simple sentences, sentence structure partially correct. 3 grammatical errors.	High grammatical accuracy: Sentence structure allows reader to understand on first attempt. Max 2 grammatical error.
Lexical range	Words are often misused.	Basic simple vocabulary.	Adequate and varied vocabulary.	Rich vocabulary and creativity.

Adequacy		Student does not perform the task because the information is insufficient or the text is not related to the required task. 0-4 lines.	Student does not perform the task in a satisfactory way: -Few of the given ideas are included. 4-6 lines.	Task performed, enough information, but not complete. 6-10 lines.	Task satisfactorily performed. All the ideas are included as well as additional information or student develops the model in a creative manner. More than 10 lines.
Coherence		Total lack of coherence in the general text.	There is not a clear sense of direction with the ideas.	The text is easy to understand, even if there are some incoherent points.	The general text is coherent; there is a clear sense of direction, well organized structure.
Cohesion	Sentence structure	None of the sentences can express complete ideas. Incorrect sentence structures.	2 or 3 sentences expressing complete ideas. Some incorrect sentence structures. (Despite grammar mistakes)	Several sentences expressing complete ideas. Correct structures. (Despite grammar mistakes)	All the sentences express complete ideas and most of them are linked together.
	Punctuation, paragraphs	Text has no punctuation or paragraphs.	The text has full stops but no commas. Some punctuation but no paragraphs.	The student uses punctuation and paragraphs, but still some mistakes.	Correct use of punctuation (included paragraphs).
	Cohesive devices	The student does not use any cohesive devices.	Some basic connectors but not enough.	The student uses some connectors or some cohesion devices.	Correct use of connectors and other cohesion devices such as pronouns or synonymous.

***If the student does not perform the task or the text is not related to the required task at all: 0 marks.**

C. WRITING SAMPLES

SAMPLE 1:

First paragraph	Morning I go to the ^{Swimming} Pool with my cousin and friends breakfast
Second paragraph	lunch and then I play with my friends at brawl Stars and then with other friends PS5 Fortnite then play with mom at baseball
Third paragraph	I go to house I can see the TV Youtube and then I eat pizza and see in Netflix IT

A DAY DURING MY SUMMER HOLIDAYS

Hello My name is I have 10 years old and in Holidays
 at morning, breakfast and then I go to my cousin and friends
 at swimming Pool then I go home and I lunch then I playing brawl
 Stars with my friends and then I playing with other friends at PS5
 Fortnite, then I go with my dad to running hour and then
 I playing with my mom and dad at baseball then I go home
 and I can see the TV Youtube and then I eat pizza and
 see the TV and then I go to sleep.

		Mark 0, 0.25, 0.5, 1	Sample 1
Planning		0,5	The planning is not complete although some ideas are stated in the planning space.
General presentation		0,25	The text lacks separated paragraphs.
Spelling		0	The text is full of basic spelling mistakes that makes it difficult to understand. <i>"cousing", "pool", "oders", "slep"</i>
Grammatical accuracy		0	Poor grammar structures for a 4 th Primary student. <i>"I have 10 years old", "I lunch", "I see TV..."</i> and also <i>mixes Present Simple with Continuous structures</i> <i>"I playing..."</i> , <i>"I go with my dad running..."</i>
Lexical range		0,25	The student uses very basic vocabulary. <i>"I play PS5."</i>
Adequacy		0,5	There are some points in the instructions that are not mentioned in the text. Layout and register are appropriate.
Coherence		0,5	The text is coherent although there are some incoherent points that may make the text difficult to understand.
Cohesion	Completed sentences	0	Although there are only some cohesive devices, most of the structures are incorrect.
	Punctuation, paragraphs	0	There is not a fluidity in the text and there are lots of commas missing which makes the text difficult to follow till the end.
	Cohesion devices	0,25	Uses some cohesive devices.
Item 28 – Total:		2,25/10	

SAMPLE 2:

First paragraph	Morning routines and what I'm going to do
Second paragraph	What my activities
Third paragraph	At night routine and what was the best thing of what the day

A DAY DURING MY SUMMER HOLIDAYS

First I get up at 8:00 o'clock and I breakfast, brush my teeth, changes my clothes and brush my hair, after that I plan what my day and I do my homework or study from the futures exams, makes I'm 50 minutes or there.

Then I ask to my mom if can come one of my friends after. it was Paula and we go to the swimming pool Clara Campoamor and we go to eat, we play video games, games of decks, spike and do lots of funny things.

At night we have dinner and Paula sleep with me so we put the pijama speak in the bed, read and sleep for another day.

		Mark 0, 0.25, 0.5, 1	Sample 2
Planning		0,5	It is too short and simple.
General presentation		1	The text is divided into paragraphs and well-structured with spaces in between.
Spelling		0	Many spelling mistakes in basic vocabulary: "theez", "hear", "plain" (instead of plan), "old" (all), "morles" (more or less), "thinks" (things), "whit", etc. The student knows a good range of words, but clearly only masters them orally.
Grammatical accuracy		0,25	Although there are some basic structures for 4 th year Primary student, there are others that should have already been acquired at this point. (<i>"... if can come one of my friends often it was Paula" "I breakfast"</i>).
Lexical range		0,5	Uses some vocabulary related to routines.
Adequacy		1	Almost all the points in the instructions are mentioned. Layout and register are appropriate.
Coherence		0,5	The text is coherent enough but there are some parts that make it challenging to follow due to the grammatical construction of the sentences.
Cohesion	Completed sentences	0,25	The sentences are sometimes unfinished.
	Punctuation, paragraphs	1	The text is well structured and divided into paragraphs which makes it easier to follow the sequence of events.
	Cohesion devices	1	Uses a wide range of cohesive devices. <i>"First", "after that", "then", "at night", etc.</i>
Item 28 – Total:		6 /10	

SAMPLE 3:

First paragraph	Morning activities. Eat food Morning
Second paragraph	Play with my dad and mom play with NANCY'S Read, Write,
Third paragraph	Play with NANCY'S

A DAY DURING MY SUMMER HOLIDAYS /

In my summer holidays I eat de food of the Morning.
and I ~~sever~~ do the homework but I don't have
the time for play in the morning.

Then, in the afternoon I play with my Nancy's and
I play with my dad and mom too. Later I ~~read~~
read or I writ what i do in the day. ~~When~~
When I have ~~de~~ The dinner I go to the God.

My favorite moment ~~or~~ and activite is when I
play with my Nancy's.

		Mark 0, 0.25, 0.5, 1	Sample 3
Planning		0,5	Partial or incomplete planning.
General presentation		1	The text is organized and separated in paragraphs.
Spelling		0,5	Some spelling mistakes that do not affect to the meaning (<i>"writ", "i", "activite"</i>).
Grammatical accuracy		1	Only some grammatical mistakes that do not affect the meaning of the sentences. The text is accurate for a 4 th primary student. The student uses affirmative (<i>"I read or write what I do in the day"</i>) and negative Present Simple tense (<i>"I don't have time for play"</i>), although "play" should be written in gerund, the structure is correct.
Lexical range		0,5	Very enough. The student has resources to explain what he/she wants to express, as in <i>"I eat the food of the morning"</i> . Taking into account that the word needed is "breakfast" , the student manages to explain it in his/her own words.
Adequacy		1	The text responds appropriately to the task given and the length required. All the points and instructions are mentioned.
Coherence		1	The text is coherent.
Cohesion	Completed sentences	0,5	Overuse of the article "the": <i>"I have the dinner", "I go to the bed"</i> .
	Punctuation, paragraphs	0,5	Although some punctuation marks are needed, the text is correctly divided into paragraphs.
	Cohesion devices	1	Uses cohesive devices that makes the text easy to follow: "Then, in the afternoon" , "...and I play with my mom and dad too" , "When I have dinner I go to the bed" .
Item 28 – Total:		7.5 /10	

SAMPLE 4:

First paragraph	Get up at 9:00am. Have breakfast: toast and ^{orange} juice clean my bedroom and play games clean with my sister
Second paragraph	Have lunch at 14:00pm. Read a book in the sofa Play with my family to board games and listen to music.
Third paragraph	Have a shower 19:30pm. Have dinner 21:00pm. Watch the ⁱⁿ the TV a film 23:00pm go to bed.

A DAY DURING MY SUMMER HOLIDAYS

I get up at 9:00 and I have ~~(break-)~~ breakfast. I usually have a toast or orange juice for breakfast but sometimes I have yogurt with fruit. After breakfast I clean my bedroom because I am a disaster! Later I play games with my sister.

At 14:00 I have lunch. When I finish eating, I read 30-45 minutes in the sofa.
At 16:15-16:30 I play with my family to board games and I listen to music.

At 19:30 I have a shower and at 21:00 I have dinner. Then I watch TV 1 hour, and at 22:30-23:00 I go to bed.

		Mark 0, 0.25, 0.5, 1	Sample 4
Planning		1	Adequate planning (scheme, clear notes, etc).
General presentation		1	The text is well organized, it is easy to understand and the length is adequate.
Spelling		1	Most words are written correctly, only some occasional mistakes. (<i>"jogurt", "because", "desaster"</i>).
Grammatical accuracy		1	The text shows correctness and control of the use of 4 th Primary structures. Uses adverbs of frequency (usually, sometimes).
Lexical range		1	Rich and varied vocabulary for 4 th Primary. Uses expressions from higher level. (<i>"I usually have orange juice for breakfast..."</i>) <i>I clean my bedroom because I'm a disaster!</i>).
Adequacy		1	The text responds appropriately to the task given. Almost all the points in the instructions are mentioned.
Coherence		1	Easy to understand. A clearly coherent text. Ideas are laid in a logical, clear and well-ordered manner.
Cohesion	Completed sentences	1	All sentences are connected and organized.
	Punctuation, paragraphs	1	Punctuation marks are used and it is divided into 3 paragraphs.
	Cohesion devices	1	There are some connectors missing, but on the other hand, the ones used are enough to link and to give a correct meaning to the text.
Item 28 – Total:		10	

III. LISTENING TRANSCRIPTION

Julie: << Hi Lola, it's me, Julie. How is everything?! Did you hear the news? Mike's coming back from his year away in Australia. I was thinking it would be a great idea to organise a party to welcome him back, don't you think? Nothing too big - we could invite his mum and dad, his sisters and his closest friends, not too many people.

I've already spoken to John Lombard, you know?, his best friend, and he's happy to let us hold the party at his holiday house, near the sea, in Whitby. He also says he has a friend who cooks for parties and he's sure he would give us a good price. Ok, listen, I'm just about to start a meeting at work. Let me know what you think of the idea, ok?>>

Lola: << Hi, Julie. Yes, I heard! He's arriving in three weeks! As for the party- What a great idea! Mike certainly won't be expecting the surprise, so he will be very happy indeed! I can buy some balloons... no, better than balloons, I can get some little candles.

All the people at the party can wear a mask with a picture of Mike's face on it, that would be funny, wouldn't it?

By the way, it's very kind of John to lend us his house. I'm not quite sure which one it is, I've only passed by once. Oh, hang on, yes! It's the one with a big garden and a few tall trees.... yes...the one opposite the post office, I remember now. That house is just what we need!

As for the food, I think it's a great idea. We can order some sandwiches and drinks with them, but remember... Mike loves your carrot cake, Julie! Maybe I can help you make a big one for the party. >>

IV. IRAKURKETA PROZESUAK

ITEMAREN ERANTZUNAREN MOTA ETA TESTU MOTAK

Irakurketa prozesuak: IZA, L. (2007) lanetik ateratako taula. *Irakurketa plana haur eta lehen hezkuntzako ikastetxeetan*. Eskolako liburutegiak. Blitz, liburutegiko sagua. Nafarroako Gobernua. Or.17-22.

<https://www.educacion.navarra.es/documents/713364/714655/elplandelecturausk.pdf/3e8109e9-b065-4975-98c8-7fc6b7cd92dc>

Irakurketa prozesuak	Definizioa
Informazioa aurkitzea eta eskuratzea (testuko zati jakinei erreparatzea).	Testuan bertan ageriko informazioa lokalizatzea, hitz berak Erabiliz edo sinonimoak erabiliz.
Interpretatzea eta integratzea (Testu barruko erlazioak ulertzea: testua osotara hartuta eta testuko zatien arteko erlazioa kontuan hartuta).	Interpretatzea: testua logikaz ulertzea. Honek informazioa erkatzea eta egiaztatzea, inferentziak egitea edo laguntza probak identifikatzea dakar.
	Integratzea: ulermen orokorra: testutik funtsezkoena ateratzea, testua bere osotasunean hartuta. (Ideien arteko hierarkia ezartzea; ideiarik orokorrena eta gehien gailentzen den ideia aukeratzea).
Hausnartzea (Testuaren kanpo-ezagutza erabiltzea).	Edukiaren gaineko hausnarketa: testuko baieztapenak ebaluatzea eta testuaz kanpotik dakigunarekin egiaztatzea, edukia kritikoki aztertu ahal izateko edo errealitate horren irudikapenaren iritzia izateko.
	Formaren gaineko hausnarketa: arlo morfosintaktikoan, lexiko-semantikoan eta testuzkoan, testuaren ezaugarri linguistikoak ebaluatzea.

Ebaluazio diagnostikoaren esparru teorikoa ere kontsulta daiteke. Bigarren Hezkuntza. Or. **35-39** **prozesu bakoitzean lan egiten duten eginkizunen adibideak eskaintzen dira:**

<https://www.educacion.navarra.es/documents/57308/57722/Marcoteorico2.pdf/7e430de5-1b5b-485f-b26d-c7697ac29915>

Idatzizko ekoizpena zuzendu eta ondoren lantzeko, **Idatzizko testuak zuzentzeko orientabideak lana kontsultatzea gomendatzen da. Ebaluazio diagnostikoa. Bigarren Hezkuntza. Hezkuntzako Ikuskarpen Koadernoak. Nafarroako Gobernua. 2009.**

<https://www.educacion.navarra.es/documents/713364/714655/competencia.pdf/b34fa63b-0072-42b8-8821-da44faa82021>

❖ **Testuen sailkapena honako kontzeptu hauetan oinarritu da:** (2018ko PISA Irakurketarako Gaitasun Esparruan oinarritua)

- Testu jarraiak edo testu etenak:
 - Jarraia: paragrafoetan antolatutako enuntziatuek osatzen dituztenak dira, puntuazio-arauak betetzen dituzte. Izenburuek eta edukiak, edo letra tamaina nahiz letra tipoaren formatu desberdinak erabiltzeak, testuaren antolaketa ezagutzen laguntzen dute. Testu-lokailuek informazio logiko garrantzitsua ematen dute.
 - Etena: beste modu batez antolatzen dira, beraz, bestelako irakurketa-ikuspegia eta irakurketa ez-linealeko estrategiak behar dituzte. Testua hainbat elementu grafikorekin nahasten dute eta informazioa hainbat modutan aurkezten dute. Testu etenaren adibideak: zerrendak, taulak, grafikoak, diagramak, iragarkiak, infografiak, programazioak, katalogoak, aurkibideak...
- Testu motak: instrukzio, deskripzio, narrazio, azalpen, argudio eta transakzio-testua.
- Testu-generoak.

❖ **Itemen sailkapena, eskatzen duten erantzun motaren arabera:** (Hezkuntza Ebaluaziorako Institutu Nazionalaren ebaluazioaren kontzeptu-esparruan oinarrituta)

- Erantzun itxia: ikasleek eskainitako aukera bat baino gehiago hautatu behar dute, ideiak erlazionatu, baieztapen baten egiazkotasuna edo faltsutasuna ezarri, aukera jakin batzuk ordenatu eta abar.
- Erantzun erdi-eraikia: lauki edo espazio bat edo batzuk hitz edo zifra batekin betetzea eskatzen dute, esaldi bat baino gehiago osatzea edo galderaren bati erantzun labur batekin erantzutea.
- Erantzun irekikoa edo eraikia: ikasleek egitea eskatzen dute.

V. KOADERNOA SOLUZIOEKIN

Listening

You are going to listen to a *Whatsapp* conversation between Julie and Lola, two friends. Listen carefully and answer the questions.



1. Mike...

- A. ...wants to celebrate a party.
- B. ...is coming back from a year in another country.
- C. ...is a Julie's and Lola's new friend.
- D. ...is going to Australia for a year.

2. Julie is thinking of celebrating a...

- A. ...birthday party for their friend Mike.
- B. ...cocktail party for their friend John.
- C. ...welcome home party for their friend Mike.
- D. ...party for some friends.

3. Mike's best friend, John ...

- A. ...is happy to go on holidays to celebrate the party.
- B. ...is happy for the party to be at his holiday home.
- C. ...is happy for the party to be by the sea.
- D. ...is not happy about sharing his house with lots of people.

4. During the conversation:

- A. Lola is at work.
- B. Lola and Julie are in the same room.
- C. Julie is at work.
- D. Julie is with John.

5. Mike knows they are organizing a party:

- A. True.
- B. False.

6. Lola is going to...

- A. ... buy some balloons.
- B. ... buy some masks.
- C. ... buy some kind of surprise.
- D. ... buy some little candles.

7. Lola suggests that the people at the party:

- A. Wear funny masks to surprise Mike.
- B. Wear masks with a picture of Mike's face on them.
- C. Bring some balloons for decoration.
- D. Bring some candles for decoration.

8. John's holiday house...

- A. ...has a big garden and is opposite a post office.
- B. ...is up in the mountains, in Whitby.
- C. ...is full of trees and next to the post office.
- D. ...has a big garden but it is far from the sea.

9. Lola offers to help Julie to:

- A. Organise all the invitations.
- B. Make a cake for Mike.
- C. Decide where to have the party.
- D. Do all the shopping for the party.

10. The idea is for the party to be:

- A. Absolutely wild.
- B. A children's party.
- C. A nice surprise.
- D. Only for the family.

Reading 1 - HERO DOG



Chanell Bell is a 10 years old girl who has an intelligent dog named Kobe. On the 21 of December he saved the people in an area of Philadelphia from a disaster. Kobe discovered a dangerous gas escape underground using his incredible sense of smell.

Chanell saw Kobe digging persistently in the garden. Kobe often digs in the garden, but that day was different. Kobe was acting in a **strange way** and that caught Chanell's attention. She believed in Kobe's instincts and she remembered a similar incident in November.

Chanell was very worried about this situation, so she used a gas detection tool in the place where Kobe was digging. The tool immediately showed there was a lot of toxic gas present. Chanell knows that some gases are flammable; this means that they burn easily and violently if they come into contact with fire. Chanell immediately called 911, the emergency services number. Later, a firefighter told her that it was lucky that Kobe detected the escape. Finally, the gas workers fixed the problem and stopped an explosion. Nothing happened and everybody was safe!

Chanell is tremendously impressed and grateful for Kobe's help. She insists on how important it is to pay attention to pets' reactions.

Based on the article "*Dog That Won't Stop Digging Saves Entire Neighborhood After They Find Dangerous Gas Leak Underground*" (www.goodnewsnetwork.org).



11. What is the name of Kobe's owner?

Chanel Bell. (Ikus II. Atala)

12. When did Kobe discover the gas escape?

- A. On Christmas Day.
- B. Just before Christmas.
- C. On New Year's Eve.
- D. Around Halloween.

13. How did Kobe discover the gas escape?

- A. By seeing it.
- B. By hearing it.
- C. By smelling it.
- D. By tasting it.

14. What did Chanell notice that Kobe was doing in the garden?

- A. Smelling something.
- B. Playing with the sand.
- C. Digging persistently.
- D. Barking loudly.

15. “Kobe was acting in a strange way” means that...

- A. Kobe was acting normally.
- B. Kobe was acting in a dangerous way.
- C. Kobe was not feeling well at all.
- D. Kobe was not acting normally.

16. What did Chanell use to detect the gas?

A gas detection tool. (Ikus II. Atala)

17. What did Chanell do after detecting that there was a problem?

- A. She did nothing, because kobe digs often in the garden.
- B. She called the emergency services.
- C. She went back inside to think about it.
- D. She fixed the problem and stopped an explosion.

18. A firefighter told Chanell that she was lucky because...

- A. ... it was not a very toxic gas.
- B. ... Kobe stopped an explosion.
- C. ... the gas escape was fixed by the gas detector.
- D. ... Kobe was wrong and there was no gas escape.

19. Which adjective in the text means “out of danger”?

- A. Safe.
- B. Flammable.
- C. Strange.
- D. Grateful.

20. What is the main idea in the text?

- A. Dogs act in strange ways sometimes.
- B. People should use gas detection tools more often.
- C. People should pay attention to their pets' reactions.
- D. You should always call 911 when there is a problem.

21. Choose another title for this story.

- A. “A clever dog saves Christmas”.
- B. “A terrible sense of smell”.
- C. “The danger of gas escapes”.
- D. “Disaster before Christmas”.

Reading 2 – CAMPS

8 - 12 year-olds

ANIMAL CAMP

Do you love adventure and are you crazy about animals? Then this animal camp is perfect for you! You will spend the week doing fun and interesting activities centered on the care of animals. The best of the week will be a visit to the Wildlife Conservation Park in the city of Birmingham and a trip to a real farm!

Some of our top activities are:

- Milking cows
- Feeding the big cats at Wildlife Conservation Park
- Collecting eggs at an ostrich farm
- Learning about bonfires
- Swimming in a near lake

Included

- Summer Camp T-shirt
- All meals and snacks
- All equipment
- Transport by bus
- A fun team of camp monitors

390€/week

MORE INFO

(04) 298 3985 2092
+76 209 1092 4095

info@animalsummercamp.com



ART CAMP

AGES: 5-6 | 7-8 | 9-11 | 12-14

- WEEKLY ARTISTIC EXPERIENCES
- LOTS OF DIFFERENT WORKSHOPS (PAINTING, DRAWING, SCULPTURE, COMICS, AND MORE)
- YOU CAN CHOOSE A DIFFERENT TOPIC EVERY WEEK
- YOU CAN REGISTER FOR A SPECIFIC WEEK OR FOR THE WHOLE SUMMER
- TICKETS TO VISIT LOCAL MUSEUMS INCLUDED
- EVERY FRIDAY YOU CAN EXHIBIT YOUR ARTWORK. INVITE YOUR FAMILY AND FRIENDS!!

Cost: 420€ per week

DATES

- JUNE 24 - 28
- JULY 8 - 12
- JULY 15 - 19
- AUGUST 5 - 9

(MONDAY TO FRIDAY)

22. In the Animal Camp you can enjoy a trip to the Wildlife Conservation Park: where is this Park?

In the city of Birmingham. (Ikus II. Atala)

23. A family wants their child to attend the Animal camp during the summer. What can they do to find out information about dates?

- A. They can only write an email because the camp has no telephone.
- B. They can choose from three different telephone numbers for contact.
- C. They can contact the camp in two different ways: email or phone.
- D. It is not possible to find out about dates for the Animal Camp.

24. What happens at the Art Camp on Fridays?

- A. Children can visit a museum.
- B. Children can show their artwork.
- C. Children can draw special pictures.
- D. Children can choose a different theme.

25. If children want to go to the Art Camp in August, from what day to what day will they go?

From the 5th to the 9th. (Ikus II. Atala)

26. Write T (true) or F (false):

	T	F
A. In the Art Camp they work on the same topic every week.		X
B. You work with cows at the Animal Camp.	X	
C. In the Animal Camp you will enjoy only animal-related activities.		X
D. In the Animal Camp you have to pay for the equipment.		X

27. Mark with an X if each sentence talks about the Animal Camp, the Art camp or both:

	Animal camp	Art camp	The two of them
A. This camp costs less than 400 €.	X		
B. This camp is for 13 years old children.		X	
C. You go on a trip.			X
D. You can invite your family.		X	

Writing

28. Describe the kind of things you do on a typical day in your school holidays.

HERE ARE SOME IDEAS TO HELP YOU:

- Morning routines.
- Activities during the day.
- People you do the activities or spend your time with.
- Evening activities and routines.
- Favourite activities or moments.

You have to use this planning space:

First paragraph	
Second paragraph	
Third paragraph	

Remember:

Connectors: *and, or, but, because, so, so that...*

Time expressions: *First, after that, later, at (time), then, next, when I, in the morning, in the afternoon, in the evening...*

Time expressions: *First, after that, later, at (time), then, next, when I, in the morning, in the afternoon, in the evening...*

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.

