



Gobierno de Navarra
Departamento de Educación

Servicio de Inspección Educativa

Notebook of correction

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9**

DIAGNOSTIC EVALUATION

2nd YEAR of COMPULSORY SECONDARY EDUCATION

ENGLISH LITERACY

Modelos A/G

Instrucciones de corrección y registro

Los criterios de corrección que se establecen en este cuadernillo se han precisado a partir de la prueba piloto realizada en mayo de 2008 y pretenden ser precisos y claros, al objeto de que la puntuación asignada a cada alumno/a sea independiente del corrector/a.

Se seguirán los siguientes pasos:

1. Corrección.

Preguntas en las que el alumno marca una alternativa (A, B, C ó D).



No requieren ningún tratamiento por parte del corrector/a.

Resto de preguntas.



El corrector/a corregirá y anotará, al lado de cada pregunta, el código correspondiente (0, 1, 2...).

2. Introducción de códigos en la aplicación informática. Se trasladarán los códigos (A, B, C, D, 0, 1, 2...) a la aplicación informática.

No introducir ningún código en las preguntas sin respuesta (dejar en blanco).

No introducir ningún código cuando el alumno haya marcado varias alternativas (A, B, C ó D) y queda más de una no anulada.

Las pruebas realizadas por los alumnos/as se guardarán en el centro escolar, y estarán a disposición del Servicio de Inspección Educativa, quién podrá realizar estudios de verificación para comprobar la validez de los criterios de corrección y si éstos se han seguido de manera homogénea.

LISTENING

Harry Potter books

Source: BBC Learning English

1. Harry Potter books' author J.K.Rowling is:
 - A American
 - B British
 - C English
 - D Jewish

2. About Harry Potter books' popularity:
 - A Adults like them
 - B Only children like them
 - C Both adults and children like them
 - D Neither adults nor children like them

3. What time do bookshops open when Harry Potter books are published?
 - A At lunch time
 - B At midnight
 - C At 9:00 in the morning
 - D Late in the afternoon

4. When Harry Potter books are published children feel excited...
 - A to be the first to get into the bookshop.
 - B to meet the author.
 - C to have lunch.
 - D to get a copy of the book.

5. What do many children wear when Harry Potter books are published?

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| Criteria of correction | | |
|------------------------|-------------|----------------------------|
| Code | Punctuation | Response |
| 0 | 0 | An incorrect response. |
| 1 | 1 | Black hats / Black clothes |

6. What does Jo Jacobs think about Harry Potter books?

They are

| Criteria of correction | | |
|------------------------|-------------|--|
| Code | Punctuation | Response |
| 0 | 0 | An incorrect response. |
| 1 | 1 | Exciting / Fun / Funny / Well-written / Interesting / Imaginative (any of them). |

READING COMPREHENSION

FIRST TEXT: 2008 National Year of reading

Read the first text (image) and answer the questions:

2008
National Year
OF READING

HOME
What's on
GET INVOLVED
NEWS
Have your say

“The more that you read, the more things you will know. The more you learn, the more places you'll go.”
— Dr. Seuss, "I Can Read With My Eyes Shut!"

Join our EMAIL list

Contact us
Press Room
Accessibility
About the NYR
FAQs

Everything STARTS WITH reading

EVERYONE'S doing it

APRIL
Read all about it
Read anything and everything, anywhere and everywhere

ADD YOUR event to Reading Places

Word of the week
DEFENESTRATE

READING PLACES

Open-air library ...
Open-air library 1-3pm every first Saturday of the month, outside St...

Children's Literature and the Creative Curriculum...
UKLA Children's Literature and the Creative Curriculum Have you heard about the...

William Blake Mosaics ...
An exhibition of mosaics based on William Blake's Songs of Innocence...

Take a reading challenge

Source : www.yearofreading.org.uk

7. What is the main idea of the text?
- A to tell us about some places to go to read
 - B an invitation to read
 - C an invitation to write
 - D an invitation to use a pencil to write
8. "Everything starts with reading" means.....
- A reading is the first thing we do in life
 - B our life begins when we read a book
 - C when we travel we read
 - D when we read all our capacities get activated
9. Where was this text taken from?
- A a writer's page
 - B a website
 - C a TV screen
 - D a teenagers magazine
10. The words Home, What's on, Get involved, etc. on the left-hand side of the page are ...
- A links to other sections of the site
 - B calls for people to meet in reading places
 - C titles of books
 - D radio programmes
11. What is the meaning of NYR?
-

| Criteria of correction | | |
|------------------------|-------------|---------------------------|
| Code | Punctuation | Response |
| 0 | 0 | An incorrect response. |
| 1 | 1 | National Year of Reading. |

12. Where in the map can you read a book at the weekend?

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| Criteria of correction | | |
|-------------------------------|--------------------|--------------------------------|
| Code | Punctuation | Response |
| 0 | 0 | An incorrect response. |
| 1 | 1 | A / Walthamstow / Highams Park |

READING COMPREHENSION

SECOND TEXT

THE FENCE

It was Saturday morning. There was no school today. But Tom had to work. He had to paint the fence. It was a long fence around the garden of Aunt Polly's house. Tom had a big bucket of paint and a brush with a long handle. He looked at the fence.

'I want to go swimming. I want to go fishing. I want to play with my friends,' said Tom to himself. 'I don't want to paint the fence. My friends will all see me. They'll laugh at me.'

Tom started to paint.

After an hour, Tom was tired. He looked sadly at the big bucket of paint and the brush with the long handle. Then Tom had an idea. He smiled. He started to paint the fence again.

Soon he saw one of his friends, Ben Rogers. Ben was walking towards him. He was making strange noises. Ben was a steamboat on the Mississippi River!

'Ting-a-ling!' he said. He was making the noise of the bell on the steamboat. 'Sssh! Sssh!' he said. He was making the noise of the steam in the engine of the steamboat. Ben was holding a big red apple.

'I'm going swimming,' Ben said. 'You have to work!'

'I'm not working,' said Tom. 'This isn't work!'

'Do you like painting the fence?' asked Ben. He was surprised.

'Yes,' said Tom.

Tom started to paint again. Sometimes he stopped and looked at the fence. Then he painted again. There was a happy smile on his face.

Ben watched him. 'Let me paint the fence,' he said.

'No,' said Tom. 'It's very difficult to paint a fence.'

Ben was not happy. Tom liked painting the fence. So Ben wanted to paint the fence.

'Please let me paint it,' he said. 'I'll give you some of my apple.'

Tom thought for a minute. 'No,' he replied. And he smiled and started to paint again.

'I'll give you all of my apple,' said Ben.

Tom thought for another minute. 'All right,' he said.

So Tom sat down and started to eat Ben's apple. And Ben started to paint the fence. After an hour, Ben was tired. He gave the bucket of paint and the brush to Tom. Then he went away. He made the noises of a steamboat again. 'Ting-a-ling! Sssh! Sssh!' Then Tom saw another friend, Billy Fisher. Billy was holding a kite. 'Ben was painting your fence,' said Billy. 'Let me paint your fence.' 'No,' replied Tom. 'Lots of boys want to paint my fence. But it's very difficult to paint a fence.' 'Oh,' said Billy. 'Ben gave me his apple,' said Tom. 'Then he painted the fence.' 'I'll give you my kite,' said Billy. Tom thought for a minute. 'All right,' he said. So Tom sat down. He was holding Billy's kite. And Billy started to paint the fence.

The morning passed. The fence was painted twice. Tom had a kite, a cat and a long piece of rope. He had a cake, twelve round stones and a metal door-handle. He was happy. He went to speak to Aunt Polly. 'The fence is painted,' he said. 'And there is no more paint.' Aunt Polly was very surprised. 'You are a good boy, Tom,' she said.

Source: onestopenglish.com

13. What is the main idea of the text?
- A The fight between Tom and his friends
 - B The trick Tom used to stop painting
 - C Tom's friends' generosity
 - D That Tom was afraid of his friends
14. Tom's friends wanted to paint the fence because...
- A they wanted to do what Tom was doing
 - B they liked painting fences
 - C it was very difficult to paint the fence
 - D Tom invited them to do it

15. When did Ben stop painting?
- A When Billy started to paint
 - B When Tom told him to stop
 - C When he thought it was enough for him
 - D When he realized that Tom was laughing at him
16. What do Ben and Billy have in common?
- A They give Tom something they don't like
 - B They give Tom something he doesn't like
 - C They were Tom's friends but they aren't any more
 - D They have nothing special to do when they meet Tom
17. What's the difference between Ben and Billy?
- A Ben likes making noises but Billy likes fishing
 - B Billy is more clever than Ben
 - C Ben paints for longer than Billy
 - D Ben needs more time to convince Tom
18. Finally, Tom went to speak to Aunt Polly...
- A to show her all his presents
 - B to tell her his job was done
 - C to tell her he needed more paint
 - D to ask her for more paint
19. Where was the paint?
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| Criteria of correction | | |
|------------------------|-------------|---|
| Code | Punctuation | Response |
| 0 | 0 | An incorrect response. |
| 1 | 1 | In the bucket / In the fence / Around the fence |

20. Why was Tom happy at the end of de morning?

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| Criteria of correction | | |
|------------------------|-------------|--|
| Code | Punctuation | Response |
| 0 | 0 | An incorrect response. |
| 1 | 1 | Because the fence was painted / Because he had a lot of presents / Because he had a lot of things / Because the fence was painted and he had a lot of things / Because the fence had been painted and he had a lot of things / Because he didn't have to work much to paint the fence and had a lot of things from his friends |

WRITING

Book review:

21. Write between 8 and 10 lines about a book you have recently read: what the story is about, what you think about the book and if you liked it or not and why.

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Se puntuará con respecto a los siguientes dos apartados y se registrarán de manera separada:

21.a) **TAREA.** Corrección del texto escrito en cuanto a cumplimiento de la tarea, adecuación y coherencia.

| Criteria of correction | | |
|-------------------------------|--------------------|---|
| Code | Punctuation | Response |
| 0 | 0 | El candidato no ha entendido o ha malinterpretado la tarea. El texto resulta incomprensible. El texto no tiene coherencia interna alguna. |
| 1 | 1 | El texto sólo cubre un punto de la tarea y el contenido es corto y no relevante. El texto es difícil de comprender por parte del lector. El texto es incoherente. |
| 2 | 2 | La tarea está realizada parcialmente, en propósito y longitud. El texto requiere bastante esfuerzo de comprensión por parte del lector. El discurso presenta alguna incoherencia. |
| 3 | 3 | El texto cubre satisfactoriamente los puntos de la tarea, aunque omite uno, no los desarrolla todos, lo hace de modo simple o presenta alguna repetición. El texto no requiere mucho esfuerzo de comprensión por parte del lector. El discurso es razonablemente coherente. |
| 4 | 4 | El texto cubre satisfactoriamente los puntos de la tarea, en propósito y longitud. El texto no requiere esfuerzo de comprensión por parte del lector. El discurso es coherente. |

21.b) **USO DE LA LENGUA.** Corrección del texto escrito en cuanto a la lengua utilizada: cohesión, corrección y riqueza gramaticales, léxicas y ortográficas.

| Criteria of correction | | |
|-------------------------------|--------------------|---|
| Code | Punctuation | Response |
| 0 | 0 | Intento totalmente fallido: - Lenguaje imposible de entender o texto en blanco. |
| 1 | 1 | Escaso control de la lengua: - Ausencia de puntuación. - Numerosos errores básicos que dificultan la comunicación. - Estructuras repetitivas y léxico muy limitado. |
| 2 | 2 | Suficiente control de la lengua: - No siempre se mantiene la cohesión entre oraciones con elementos propios del nivel: and, but, then. - Hay errores, pero no impiden la comunicación. - Usa con algunas limitaciones y errores la lengua del nivel: la estructura de oración, los tiempos verbales (present simple, past simple, will/going to), los pronombres y el léxico relacionado con intereses personales y hobbies. |
| 3 | 3 | Bastante buen control de la lengua: - Cohesión razonable entre las oraciones. - Los errores no dificultan la comunicación. - Usa con bastante corrección la lengua del nivel. |
| 4 | 4 | Buen control de la lengua: - Buen uso de elementos sencillos de cohesión. - Errores puntuales que responden en general a un intento más ambicioso de uso de la lengua. - Usa correctamente la lengua del nivel. |