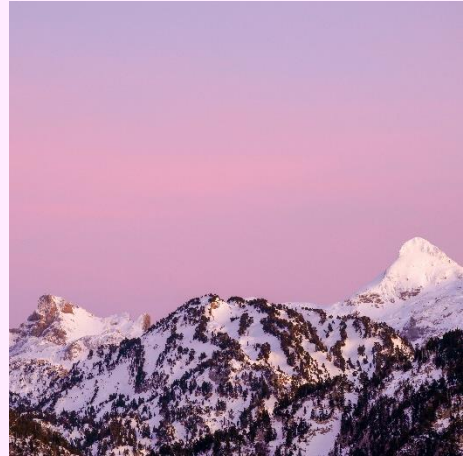


**E<sub>PE4</sub>**

**2023/2024**



*Larra-Belagua*

*Source: Navarre Tourist Board*

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# **English Literacy**

**Year 4 of Primary Education**

## **Marking-Guidelines**



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### **AVISO:**

Hay una pequeña incoherencia entre la consigna del *writing* y la rúbrica de corrección con respecto al *planning*. Este año estaba previsto que utilizar el espacio de *planning* fuera obligatorio, pero el texto del cuadernillo del alumnado no se ha modificado correctamente y se le permite no utilizarlo. Por ello, este año calificaremos con un punto a todos los estudiantes en el apartado de *planning*, incluso si no lo han utilizado (ver rúbrica, página 10).

Contenido de cada apartado:

- I. CUADRO RESUMEN  
Se detalla para cada pregunta el tipo de ítem, la respuesta correcta y la puntuación máxima, así como la competencia específica, el saber básico y el proceso lector evaluado con el que se relaciona cada una.
- II. ÍTEMS QUE PRECISAN CORRECCIÓN Y CALIFICACIÓN  
Los criterios de evaluación y calificación de los ítems que necesitan corrección.
  - Criterios de evaluación de los ítems 1, 8, 12, 14, 19, 23, 24 y 27.
  - Cómo corregir la producción escrita: modificaciones del curso 23-24; descripción de cada apartado (anexo A); rúbrica por niveles (anexo B).
  - Ejemplos de producciones escritas corregidas (anexo C).
- III. INFORMACIÓN SOBRE PROCESOS LECTORES, ÍTEMS Y TEXTOS  
Información sobre los procesos lectores, tipos de texto y tipos de ítem.
- IV. CUADERNILLO DEL ALUMNO  
El cuadernillo del alumnado completo con soluciones y transcripción.



## I. CUADRO RESUMEN

La prueba de **Competencia lingüística en inglés** consta de 27 ítems; de ellos, 8 necesitan ser corregidos y calificados y están marcados en azul en el siguiente cuadro:

Parte de la prueba	Nº	Tipo de ítem	Respuesta correcta	Puntuación máxima	Competencia específica	Saberes básicos	Proceso lector evaluado
<b>Listening</b>  <b>Erin's dream</b>  - Texto oral - Expositivo	1	Repuesta semiconstruida	Ver apartado II	2	CE 1	A.2/ A.6/ A.7/ A.8	Localizar
	2	Repuesta cerrada	B	1	CE 1	A.2/ A.6/ A.7/ A.8	Localizar
	3	Repuesta cerrada	D	1	CE 1	A.2/ A.6/ A.7/ A.8	Localizar
	4	Repuesta cerrada	B	1	CE 1	A.2/ A.6/ A.7/ A.8	Interpretar
	5	Repuesta cerrada	A	1	CE 1	A.2/ A.6/ A.7/ A.8	Interpretar
	6	Repuesta cerrada	C	1	CE 1	A.2/ A.6/ A.7/ A.8	Localizar
	7	Repuesta cerrada	D	1	CE 1	A.2/ A.6/ A.7/ A.8	Integrar (comprensión global)
<b>Reading 1</b>  <b>Asier Martínez</b>  - Continuo - Narrativo/ expositivo. - Biografía	8	Repuesta semiconstruida	Ver apartado II	1	CE 1	A.2/ A.5/ A.6/ A.7	Interpretar
	9	Repuesta cerrada	C	1	CE 1	A.2/ A.5/ A.6/ A.7	Localizar
	10	Repuesta cerrada	C	1	CE 1	A.2/ A.5/ A.6/ A.7	Localizar
	11	Repuesta cerrada	B	1	CE 1	A.2/ A.5/ A.6/ A.7	Interpretar
	12	Repuesta semiconstruida	Ver apartado II	1	CE 1	A.2/ A.5/ A.6/ A.7	Localizar
	13	Repuesta cerrada	D	1	CE 1	A.2/ A.5/ A.6/ A.7	Localizar
	14	Repuesta cerrada	Ver apartado II	2	CE 1	A.2/ A.5/ A.6/ A.7	Interpretar
	15	Repuesta cerrada	C	1	CE 1	A.2/ A.5/ A.6/ A.7	Localizar
	16	Repuesta cerrada	D	1	CE 1	A.2/ A.5/ A.6/ A.7	Interpretar
	17	Repuesta cerrada	B	1	CE 1	A.2/ A.5/ A.6/ A.7	Interpretar
	18	Repuesta cerrada	B	1	CE 1	A.2/ A.5/ A.6/ A.7	Interpretar
<b>Reading 2</b>  <b>Postcard from London</b>  - Continuo - Narrativo – transaccional. - Email.	19	Repuesta semiconstruida	Ver apartado II	1	CE 1	A.2/ A.5/ A.6/ A.7/ C.4	Localizar
	20	Repuesta cerrada	C	1	CE 1	A.2/ A.5/ A.6/ A.7/ C.4	Interpretar
	21	Repuesta cerrada	A	1	CE 1	A.2/ A.5/ A.6/ A.7/ C.4	Localizar
	22	Repuesta cerrada	D	1	CE 1	A.2/ A.5/ A.6/ A.7/ C.4	Interpretar
	23	Repuesta cerrada	Ver apartado II	2	CE 1	A.2/ A.5/ A.6/ A.7/ C.4	Interpretar
	24	Repuesta semiconstruida	Ver apartado II	1	CE 1	A.2/ A.5/ A.6/ A.7/ C.4	Localizar

	25	Repuesta cerrada	B	1	CE 1	A.2/ A.5/ A.6/ A.7/ C.4	Interpretar
	26	Repuesta cerrada	D	1	CE 1	A.2/ A.5/ A.6/ A.7/ C.4	Interpretar
Writing	27	Abierta	Ver apartado II	10	CE 2/ CE 3	A.4/ A.5/ C.4	Expresión escrita

## II. ITEMS QUE PRECISAN CORRECCIÓN Y CALIFICACIÓN

A continuación, se detallan las repuestas/soluciones correctas y los criterios de corrección y de calificación de los siguientes **ítems**:

1, 8, 12, 14, 19, 23, 24 y 27

-----

1. When she is older, Erin wants to go to \_\_\_\_\_ and be an \_\_\_\_\_.

Marking criteria	
Marks	Answer
2	<b><i>“Space”; “astronaut”.</i></b>
1	Only one correct answer.
0	Any other answer.
Spelling mistakes will not be penalised.	
Wrong word order will not be accepted.	

8. How old is Asier Martínez?
- \_\_\_\_\_

Marking criteria	
Marks	Answer
1	<b><i>24 / 24 years old / Twenty-four years old...</i></b>
0	Any other answer.
Spelling mistakes will not be penalised.	

12. Which was Asier's first club?
- \_\_\_\_\_

Marking criteria	
Marks	Answer
1	<b><i>Ardoi / Zizur Mayor.</i></b>
0	Any other answer.
Spelling mistakes will not be penalised.	

**14. Say if these sentences are true or false:**

	True	False
A. In the Olympic Games in Tokyo, he won a gold medal.		X
B. As a child, Asier enjoyed watching athletic competitions.	X	
C. He is the first athlete in his family.		X
D. Asier never practises any other sport than athletics.		X

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

**19. Where is Anna spending her holidays?**

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

**23. Say if these sentences are true or false:**

	True	False
A. Anna is in London with her cousins.	X	
B. Anna enjoyed the plane.		X
C. She loved the British Museum.		X
D. London buses are tall and green.		X



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

**24.** At what time does her family have dinner?

---

Marking criteria	
Marks	Answer
1	<i>At 6 pm / 6/ 6:00 / 18:00...</i>
0	Any other answer.
Spelling mistakes will not be penalised.	

## Writing

**27.** You are on holidays and you write an email to a friend.

**HERE ARE SOME IDEAS TO HELP YOU:**

- **Where** you are: the name; is it a village, a city? Beach, mountain...?
- **You are with...** (Parents, cousins, friends...).
- **Where you are sleeping** (hotel, campsite, apartment...).
- **What you are doing** (sport, tourism, visits, relax...).
- **What you are eating.**
- The **weather**.
- **Do you like** your holidays?

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

First paragraph	
Second paragraph	
Third paragraph	

NEW EMAIL	
To: _____@_____.com	
Hi, .....!	
.....	
.....	
.....	
.....	
.....	
.....	
<div style="float: right; border: 1px solid black; padding: 5px; background-color: #f0f0f0;"><b>SEND</b></div>	

<i>This part is for the teacher only</i>		Mark 0, 0.25, 0.5, 1
Planning		1
General presentation		
Spelling		
Grammatical accuracy		
Lexical range		
Adequacy		
Coherence		
Cohesion	Sentence structures	
	Punctuation, paragraphs	
	Cohesive devices	
Item 27 – Total:		/10

## WRITING

### This year the marking criteria has suffered some changes:

- In previous years, some of the sections assessed more than one item. Now, each item to be corrected forms a single section.
- Marks according to each level have been changed: 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 4<sup>th</sup> grade teachers who are to mark this composition are using this kind of rubric for the first time. Acknowledging the difficulty of the task and due to the changes introduced this year, 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 4<sup>th</sup> of primary, but it could be used for any level. **Appendix B** corresponds to the usual rubric format with the mentioned changes. **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 4<sup>th</sup> 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 4<sup>th</sup> 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 4<sup>th</sup> of primary. In this composition, students could use:

- The PRESENT SIMPLE to write about the place or their habits during the stay.
- The PRESENT CONTINUOUS to write about where they are or what they are doing while writing the email (high level / 3+).
- PAST SIMPLE to write about the things they did in the last days (high level/ 3+).
- 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: to describe the place.

- 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 4<sup>th</sup> 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, cinema, comic, party, sports centre, swimming pool, towel, video...*).
- VERBS related to hobbies, sports 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 and NOUNS related to holidays and weather (*go, travel, visit, sleep, enjoy, buy; hotel, hostel, camping, hot, cold, sunny, cloud(y), rain(y), wind(y), souvenirs, present, train, car, plane...*).
- 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, monument, boat, island, lake, sand, sea, country, airport...*).
- 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 an email of around 80 words to a friend with the aim of talking about his or her holidays. In order to make it easier, they have some ideas that can help them, and an example in the Reading 2. They must fill the name of the person who will receive the email and they should be able to fill the email address too.

**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 in 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\*

	<b>Level 1</b> <b>0 marks</b>  <b>Work clearly unsatisfactory for the level expected:</b>	<b>Level 2</b> <b>0.25 marks</b>  <b>Until unsatisfactory level:</b>	<b>Level 3</b> <b>0.5 marks</b>  <b>Level expected:</b>	<b>Level 3+</b> <b>1 mark</b>  <b>Beyond the level requirements:</b>
Planning	(Original document: the student does not use the space at all).			(Original document: the student uses the space given)  <b>All students.</b>
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	<b>Incomprehensible</b> due to a large number of grammatical errors.	<b>Mostly comprehensible</b> , but unnatural sounding phrasing which breaks up the flow of the paper.	<b>No grammatical errors affecting comprehension:</b>  Simple sentences, sentence structure partially correct.  3 grammatical errors.	<b>High grammatical accuracy:</b>  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 written lines.	Student does not perform the task in a satisfactory way: -Few of the given ideas are included.  4-6 written lines.	Task performed, enough information, but not complete.  6-10 written 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 written 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. <b>Some incorrect sentence structures.</b>  (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, 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	My best friend is June The <del>favorite</del> color of June is the color Blue. The favorite sport of June is (te) Basketball and hip hop.
Second paragraph	June is a love friend
Third paragraph	

NEW EMAIL
To: Daniela
Subject: Hello!!
<p>Hi, June..!</p> <p>My best friend is June.</p> <p>The favorit color is the color <del>the</del> blue.</p> <p>The favorite sport of June is the basketball and hip hop. June is a love friend.</p>

Sample nº 1.

Total mark: **0/10** → The text is not related to the required task.

## SAMPLE 2:

First paragraph	
Second paragraph	
Third paragraph	

NEW EMAIL	
To:	
Subject:	Hello!!
<p>Hi, Ego!</p> <p>How are you? I am writing this email because I am going to Madrid is very beautiful to go visit the cathedral the two lions etc I am staying with my family and two friends to go to visit the capital and to go to visit Toledo is very beautiful.</p> <p>to visit Seville, Cordoba, etc and the excellent is that not raining is very excellent that my friend and I go to Madrid that is very interesting the atmosphere of the place.</p> <p>we very enjoy the holidays and have to go to parents as my mom.</p> <p>3</p>	
<div>SEND</div>	



		Mark 0, 0.25, 0.5, 1	Student 2
<b>Planning</b>		<b>0</b>	Not used.
<b>General presentation</b>		<b>0.25</b>	There are no cross-outs, but sloppy handwriting that is sometimes illegible.
<b>Spelling</b>		<b>0</b>	Too many spelling mistakes in basic vocabulary affecting comprehension ( <i>“vať”, “iting”, “se”, “becose”</i> ). Capitalization is random, inconsistent and sometimes nonexistent
<b>Grammatical accuracy</b>		<b>0</b>	Sentence structure is usually not correct. ( <i>“are very enjoy the holidays”, “and the ecelente is that not rainig is very eccelen”, “se to parents”</i> ). There is a large number of grammatical errors, which affect comprehension.
<b>Lexical range</b>		<b>0</b>	Basic and simple vocabulary with spelling mistakes on many occasions and tendency to use Spanish ( <i>“azafata”, “hoy”</i> ).
<b>Adequacy</b>		<b>0.5</b>	The student answers appropriately to the task required (an email to a friend about holidays.) Length required is adequate.
<b>Coherence</b>		<b>0</b>	Total lack of coherence.
<b>Cohesion</b>	Completed sentences	<b>0</b>	The text has no clear structures. Some sentences are as long as the paragraph
	Punctuation, paragraphs	<b>0.5</b>	The text is divided in paragraphs.
	Cohesion devices	<b>0.25</b>	Only one connector is used ( <i>because</i> ), but no cohesion devices.
<b>Item 28 – Total:</b>		<b>2/10</b>	

### SAMPLE 3:

First paragraph	Senda Viva - cousins
Second paragraph	- animals - lunch - play
Third paragraph	card and dinner

NEW EMAIL	
To:	eapestevit@educacion.navarra.es
Subject:	Hello!!
<p>Hi, Egoite</p> <p>How are you? I am with my cousins in Senda Viva.</p> <p>I <del>am</del> am beari exsairli wen wil con to Senda Viva, I see a cat, hanci, a seep and a honsis tow.</p> <p>We are in hallo wen!! You like hallo wen? My yes. <del>I</del> then I see a will boards they are my favorite animals.</p> <p>I lunch potatos and chickens. Then I play with my cousins tow/ a rabbits.</p> <p>I finish the Senda Vivas tur and <del>I</del> guent to my card and in sait the card was an ant. she goast and we dinner salsachis. bai bai!!</p>	
<div>SEND</div>	

		Mark 0, 0.25, 0.5, 1	Student 3
<b>Planning</b>		1	Well used.
<b>General presentation</b>		1	There are some cross-outs, but the handwriting is clear.
<b>Spelling</b>		0	Too many spelling mistakes, most of them, phonetic spelling ( <i>"ber"</i> , <i>"exsaid"</i> , <i>"wen"</i> , <i>"faborite"</i> , <i>"con"</i> , <i>"cau"</i> , <i>"horsis"</i> , <i>"guent"</i> , <i>"in sait"</i> , <i>"solsochis"</i> ...), affecting comprehension, as <i>"I play tow a rubbitts"</i> , <i>"will boards"</i> (wild bears).
<b>Grammatical accuracy</b>		0	No mastery of grammatical structures or tenses: <i>"You like Halloween? My yes"</i> ; <i>"I finish (...) and I went"</i> ...
<b>Lexical range</b>		0	Inadequate, the spelling problems prevent vocabulary level testing.
<b>Adequacy</b>		1	The student answers appropriately to the task required (an email to a friend about holidays.) Length required is adequate.
<b>Coherence</b>		0.5	Total lack of coherence.
<b>Cohesion</b>	Completed sentences	0	Some sentences are too much long, unnatural sounding phrasing which breaks up the flow of the paper.
	Punctuation, paragraphs	0.5	The text is divided in paragraphs; there is a correct use of periods, but no use of commas.
	Cohesion devices	0.5	The candidate uses the connector <i>"then"</i> , but <i>"and"</i> is too repetitive.
<b>Item 28 – Total:</b>		<b>4.5/10</b>	

## SAMPLE 4:

First paragraph	I am writing this email while sitting in a big city in New York!
Second paragraph	Later <del>for</del> I'm go to see statue the Libertad. Later later I'm go to a restaurant,
Third paragraph	

NEW EMAIL	
To:	
Subject:	Hello!!
Hi, Emma!	<p>I am writing this email while sitting in a big city in New York!</p> <p>I am in a luxury hotel.</p> <p>Later I'm go to see the statue Libertad with my friends. Later later I'm go to a restaurant, with my family.</p> <p>Yesterday we <del>go</del> see Emma Watson (Hermion).</p> <p>Then I go to a luxury Hotel and we party in a little bit.</p> <p>And later later we go to sleep.</p>

		Mark 0, 0.25, 0.5, 1	Student 4
<b>Planning</b>		1	Used.
<b>General presentation</b>		1	Few cross-outs and well-defined margins and paragraphs, clear and easy to read.
<b>Spelling</b>		0	There are too many spelling mistakes in basic vocabulary affecting comprehension. ("1 awer leater", "whit", "wi", "slip", "citi", "litel", "an", "peantin"). Capitalization is inconsistently applied except for the easiest rules.
<b>Grammatical accuracy</b>		0	Grammatical errors ("I'm go", "Yesterday we see", "we peantin"... ) in many sentences.
<b>Lexical range</b>		0	The candidate uses basic and simple vocabulary; he/she uses some sentences without understanding, "while sitting in a big city in New York".
<b>Adequacy</b>		0.5	The student answers appropriately to the task required (an email to a friend about holidays.) At least 3 required elements are included. 10 lines length.
<b>Coherence</b>		0	There is some structure but not a clear sense of direction with the ideas. The candidate repeats information.
<b>Cohesion</b>	Completed sentences	1	The sentences are completed and finished, despite the unnatural sounding phrasing which breaks up the flow of the paper.
	Punctuation, paragraphs	0.5	Correct use of full stops, but no use of commas.
	Cohesion devices	1	The candidate uses the expected connectors ("later", "then", "and"...).
<b>Item 28 – Total:</b>		<b>4.75/10</b>	



#### SAMPLE 4:

First paragraph	
Second paragraph	
Third paragraph	

NEW EMAIL
To: Ohlan@educacion
Subject: Hello!!
<p>Hi, Ohlan!</p> <p>I'm in Comarruga. How are you? Comarruga is very cool. I'm in the Natura Park hotel. I'm with my family. In this city are a long playa. The sea are warm and are a lot of fishes.</p> <p>In the next day iiky go to the city. We eat ice cream. The weather is hot here but are fine.</p> <p><del>Where</del> Where are you? Are you <del>enjoying</del> enjoying the holidays? write soon please.</p> <p>Bay M .</p>

		Mark 0, 0.25, 0.5, 1	Student 4
<b>Planning</b>		<b>0</b>	Not used.
<b>General presentation</b>		<b>0.5</b>	There are some cross-outs, and sloppy handwriting.
<b>Spelling</b>		<b>0.5</b>	Some spelling mistakes in basic vocabulary affecting comprehension ("mi", "heare", "why", "bay"). Good capitalization.
<b>Grammatical accuracy</b>		<b>0.5</b>	Some grammatical errors ("in this city are a long playa"; "are a lot of fishes"; "the sea are"), the candidate only uses the present, in general, subjects are well placed, as well as adjectives and there is an imperative.
<b>Lexical range</b>		<b>1</b>	Adequate and varied vocabulary for the level, except for "playa".
<b>Adequacy</b>		<b>1</b>	The student gets to write an email about holidays, the email address is added and he/she makes a question to the addressee. Length required: ok.
<b>Coherence</b>		<b>0</b>	There is a logical sentence order expressing complete ideas, and some of them are linked together. The text is well structured.
<b>Cohesion</b>	Completed sentences	<b>1</b>	Completed and well ordered sentences, including questions.
	Punctuation, paragraphs	<b>1</b>	The text is divided in paragraphs and there is a correct use of punctuation, including question marks.
	Cohesion devices	<b>1</b>	The candidate uses the expected connectors ("and", "but"... ) and time expressions as "the next day".
<b>Item 28 – Total:</b>		<b>6.5/10</b>	

## SAMPLE 5:

First paragraph	
Second paragraph	
Third paragraph	

NEW EMAIL
To:
Subjetc: Hello!!
<p>Hi, Aroa...!</p> <p>I am in Penixcola, I come whit my familiy.</p> <p>I love Peniscola I am in a hotel in scon of the beach.</p> <p>On monday i went to the casel: of the vilich, I lazeit, On thuesday I went to the beach and laiter I went to a restauran. Today is Wednesday I only have 3as days more of holidays.</p> <p>One year you have to come whit miy and mi famili here. is very sunig.</p> <p>Big Big Aroa.</p>



		Mark 0, 0.25, 0.5, 1	Student 5
<b>Planning</b>		<b>0</b>	Not used.
<b>General presentation</b>		<b>1</b>	No cross-outs and well-defined margins and paragraphs, clear and easy to read.
<b>Spelling</b>		<b>0</b>	There are too many spelling mistakes in basic vocabulary (" <i>whit</i> ", " <i>fron</i> ", " <i>family</i> ", " <i>thuesday</i> ", ...) and some phonetic spelling (" <i>casef</i> ", " <i>vilich</i> ", " <i>laiter</i> ", " <i>mour</i> ").
<b>Grammatical accuracy</b>		<b>1</b>	Sentence structures are correct and allow the reader to understand the text on first attempt. There are very few grammatical error, " <i>is very funny</i> ", where the subject is missing, and " <i>I come</i> " (came). Despite this, the candidate is able to use both present and past.
<b>Lexical range</b>		<b>1</b>	The candidate uses adequate vocabulary for the level expected.
<b>Adequacy</b>		<b>0.5</b>	Enough length, but just 3 required elements are included.
<b>Coherence</b>		<b>1</b>	There is a clear sense of direction with the ideas.
<b>Cohesion</b>	Completed sentences	<b>1</b>	Completed sentences.
	Punctuation, paragraphs	<b>0.5</b>	Correct use of full stops at the end of each sentence. Commas are missing or not properly used.
	Cohesion devices	<b>1</b>	The candidate uses some connectors (" <i>later</i> ") and time expressions (" <i>on Monday</i> ", " <i>today</i> ", " <i>one year</i> " ...).
<b>Item 28 – Total:</b>		<b>7/10</b>	

## SAMPLE 6:

First paragraph	Where are you. Description I am with.
Second paragraph	We eat at, I go to. I am.
Third paragraph	The weather . What are we doing the next day. Are you enjoying your holidays.

## NEW EMAIL

To: Eunote

Subject: Hello!!

Hi, Eunote!

I am in Port Aventura Tarragona. It is so big and it has a water park.

I am with my family and one friend of the school her name is Naia.

We eat at ten o'clock it's so late.

I go to ~~(the)~~ restaurant and we eat a lot, something we eat was meat and ~~(meat)~~ soup.

I am in a hotel but very far of the park.

The weather it's very hot and sunny.

We are going on friday to a museum of history and on saturday to a zoo.

We are staying here for a long time.

Are you enjoying your holidays?

I hope

Bye Bye

M.

SEND

		Mark 0, 0.25, 0.5, 1	Student 6
Planning		1	Very well used.
General presentation		1	Few cross-outs and well-defined margins and paragraphs. The handwriting is clear and easy to read.
Spelling		1	There are five spelling mistakes ( <i>"restauran"</i> , <i>"something"</i> , <i>"her"</i> (here), <i>"by by"</i> , <i>"friday-saturday"</i> ).
Grammatical accuracy		0.5	Some grammatical errors that do not affect comprehension ( <i>"very far of the park"</i> ), even if some of them are basic ( <i>"It haves"</i> , <i>"the weather it's very hot"</i> ).
Lexical range		1	The candidate uses adequate and varied vocabulary for the level.
Adequacy		1	The objective is achieved and the text includes required elements.
Coherence		1	There is a logical sentence order expressing complete ideas, and some of them are linked together. The text is well structured.
Cohesion	Completed sentences	1	Simple sentences and sentences structure partially correct.
	Punctuation, paragraphs	0.5	Correct use of punctuation: full stops and commas. There is one question mark missing.
	Cohesion devices	1	The candidate uses the expected connectors ( <i>"and"</i> , <i>"but"</i> ...).
Item 28 – Total:		9/10	

## SAMPLE 7:

First paragraph	Magic Robin hood <del>desc.</del> desc. I'm with my mother
Second paragraph	I'm doing tourism and relax I usually eat mini pizza or rice
Third paragraph	the weather is hot but ok I'm enjoying it so so much



## NEW EMAIL

To: zespinoamar@educacion.navarra.es

Subject: Hello!!

Hi, Zoe!!

I'm at Magic Robin Hood, benidorm!

I'm with my mom and her friend.  
Ahinoa.

I came here to celebrate Halloween and relax, also I walk to benidorm city twice a week... they have amazing things! Meanwhile in the Resort I usually go to the water park, its INCREDIBLE!!! Then I go to the buffet to eat mini pizzas or rice.

The wheather is reeeally hot but I can stand it.

I'm enjoying my holidays sooo much, I hope your doing good at Pamplona, see you there! Bye!!!

 SEND

		Mark 0, 0.25, 0.5, 1	Student 7
Planning		1	Very well used.
General presentation		1	No cross-outs and well-defined margins and paragraphs. Yes, it is easy to understand and has a consistent pattern.
Spelling		1	There are only two spelling mistakes ( <i>"wheather"</i> , <i>"ussually"</i> ). Good capitalization except for <i>"Benidorm"</i> . The student masters the words even to modify them in a successful way ( <i>"reeeeeally"</i> , <i>"sooo"</i> ).
Grammatical accuracy		1	There is only one grammatical error ( <i>"I hope your doing good"</i> ) and it doesn't affect comprehension. Sentence structures are correct and allow the reader to understand the text on first attempt. The candidate uses correctly both present and past.
Lexical range		1	The candidate uses a very high range of vocabulary ( <i>"I can stand it"</i> , <i>"twice"</i> , <i>"see you there"</i> ).
Adequacy		1	The candidate gets the task; the text has all the required elements as well as additional information.
Coherence		1	Ideas are linked in a logical order. The text is well structured: although it has more than 3 paragraphs, the information is presented in a logical order.
Cohesion	Completed sentences	1	Completed sentences and good use of verb tense.
	Punctuation, paragraphs	1	Correct use of punctuation: full stops and commas.
	Cohesion devices	1	The candidate uses various connectors ( <i>"then, usually, but"</i> ) and time expressions beyond the level requirements ( <i>"twice a week"</i> , <i>"meanwhile"</i> , <i>"usually"</i> ...). The student uses pronouns ( <i>"<u>They</u> have...."</i> ), and adverbs ( <i>"I came <u>here</u>"</i> ).
Item 28 – Total:		10/10	





### III. INFORMACIÓN SOBRE PROCESOS LECTORES, ÍTEMS Y TEXTOS

- ❖ **Procesos de lectura:** tabla extraída de IZA, L. (2007). *El plan de lectura en los centros de infantil y primaria*. Bibliotecas escolares. Blitz, ratón de biblioteca. Gobierno de Navarra. Pp. 17-22.  
<https://www.educacion.navarra.es/documents/713364/714655/elplandelectura.pdf/4cacb098-4adb-40fe-9d96-6a7f4260b126>.

Procesos de lectura	Definición
<b>Localizar y obtener información</b> (Implica atender a partes concretas del texto)	Localizar información explícita en el propio texto, con las mismas palabras o con sinónimos, localizada o distribuida por el texto.
<b>Interpretar e integrar</b>  (Implica una comprensión de las relaciones dentro del texto, entendiéndolo como un todo o atendiendo a las relaciones entre las diferentes partes)	<b>Interpretar:</b> comprender de forma lógica el texto. Esto implica comparar y contrastar información, realizar inferencias o identificar pruebas de apoyo, por ejemplo).
	<b>Integrar: comprensión global.</b> Extraer lo esencial del texto, considerado en conjunto, estableciendo una jerarquía entre las ideas.
<b>Reflexionar</b>  (El lector o lectora emplea el conocimiento exterior al texto)	<b>Sobre el contenido:</b> evaluar las afirmaciones del texto contrastándolas con el conocimiento externo, para considerar críticamente el contenido o posicionarse ante la realidad representada.
	<b>Sobre la forma:</b> evaluar las características lingüísticas del texto en los planos morfosintáctico, léxico-semántico y textual

También se puede consultar el *Marco Teórico de Evaluación Diagnóstica. Educación Secundaria*. En las pp. **35-39** se ofrecen numerosos **ejemplos de tareas que trabajan cada proceso**:

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

- ❖ Para la corrección y posterior trabajo de la Producción Escrita se aconseja la consulta de la obra ***Orientaciones para la corrección de textos escritos. Evaluación Diagnóstica. Educación Secundaria. Cuadernos de Inspección educativa***. Gobierno de Navarra. 2009.  
<https://www.educacion.navarra.es/documents/713364/714655/competencia.pdf/b34fa63b-0072-42b8-8821-da44faa82021>

❖ **La clasificación de los textos se ha basado en los siguientes conceptos:** (basados en el Marco de Competencia en Lectura de *PISA 2018*)

➤ Textos continuos o discontinuos:

○ Continuos: aquellos que están formados por enunciados organizados en párrafos con convenciones de espaciado y de puntuación. Los encabezados y contenidos o el uso de diferentes fuentes ayudan a reconocer la organización del texto. Los marcadores del discurso y conectores proporcionan, además, información organizacional y lógica.

○ Discontinuos: se organizan de manera diferente, por lo que requieren un enfoque de lectura diferente y requieren de estrategias de lectura no lineal. Suelen mezclar el texto con diferentes elementos gráficos y presentar la información de forma diversa. Ejemplos de texto discontinuo son listas, tablas, gráficos, diagramas, anuncios, infografías, programaciones, catálogos, índices...

➤ Modalidad textual en función de la intención: instructivo, descriptivo, narrativo, expositivo, argumentativo, transaccional.

➤ Géneros textuales.

❖ **Clasificación de los ítems en función del tipo de respuesta que exigen:** (basado en el marco conceptual de la evaluación del Instituto Nacional de Evaluación Educativa)

➤ Respuesta cerrada: el alumnado debe seleccionar una opción de entre varias ofrecida, relacionar ideas, establecer la veracidad o falsedad de una afirmación, ordenar ciertas opciones... etc.

➤ De respuesta semiconstruida: implican que se rellenen una o varias casillas o espacios con una palabra o cifra, que se complementen varias frases o que se responda a alguna cuestión con una respuesta corta.

➤ De respuesta abierta o construida: exigen elaboración por parte del alumnado.

#### IV. CUADERNILLO DEL ALUMNADO

## Listening

You will hear an audio where Erin talks about what she likes to her classmates and her teacher. Listen carefully and answer the questions.

- Ok everyone, let's listen to Erin, what do you want to do when you're older, Erin?

- I don't just want to study space, I want to go to space! My dream is to be an astronaut and travel around our solar system. I love looking up at night, I sometimes see satellites and asteroids traveling in the sky! When there are no clouds in the sky, the moon and stars look very close. I want to be the first person to find a different galaxy and land on new planets. I also want to help keep space clean, there is a lot of junk in space right now.

But, well... It isn't easy to become an astronaut, I have to study hard in school and I'm not very good at science, but I do love it. And I don't like math very much, I have to learn a lot of math and science to be an astronaut.

- Thank you, Erin, you can do it!.

**1. When she is older, Erin wants to go to **space** and be an **astronaut**.**

**2. Erin wants to travel around:**

- A. The world.
- B. **Our solar system.**
- C. The Earth.
- D. Our country.

**3. What can Erin see in the sky sometimes?**

- A. Stars.
- B. Satellites and stars.
- C. Clouds and satellites.
- D. **Satellites and asteroids.**

**4. The moon and stars look very close when there are clouds.**

- A. True.
- B. **False.**

**5. What does Erin want to do if she is an astronaut?**

- A. Discover a new galaxy.
- B. Land in the moon.
- C. Travel to the moon.
- D. Live in a new planet.

**6. Erin...**

- A. loves math and she is very good at it.
- B. loves science and she's very good at it.
- C. loves science but she's not very good at it.
- D. does not like science.

**7. Choose the best title:**

- A. A science project.
- B. Famous astronauts.
- C. The stars.
- D. Erin wants to be an astronaut.

# Reading 1 - Asier Martínez Etxarte

He was born in Pamplona in April 2000. He is an athlete who competes in athletics specialising in the 110 metres hurdles.

He participated in the Tokyo 2020 Olympic Games, finishing in sixth position. Two years later, he won a bronze medal at the World Championships in Oregon (USA) and a gold medal at the European Athletics Championships.

When he was a child, he liked to watch athletic competitions on TV with his dad and he especially remembers watching the Olympic Games in Zarautz during his summer holidays.

Asier started to practise athletics influenced by his family, as his mother was an international hurdler too. She is a doctor now.

His first athletics club was called Ardoi, from Zizur Mayor, but when he was about 14 years old, he changed to another club: Pamplona Atlético Club. His new trainer was called François Beoringyan.

In his free time, Asier likes to spend time with his friends, who are very important to him. Apart from athletics, Asier likes other sports like boxing. He sometimes practises it or watches it on TV. He particularly likes Anthony Joshua and Connor McGregor.

Asier likes rap music very much and he listens to it very often: in the gym, practising athletics, before every race... He says that it helps him a lot to concentrate. He is a big fan of the rapper Freeze Corleone.

Asier studies Political Science at the University of País Vasco. He is doing it on-line as he cannot go to Bilbao every day. He thinks that it is very difficult to combine university studies with athletics training, but he organises his time really well and he will finish university soon. He wants to continue studying, but he does not know what exactly!!



**8. How old is Asier Martínez?**

**24 years old.**

**9. Asier Martínez is an athlete specialised in:**

- A. Running.
- B. 400 metres hurdles.
- C. 110 metres hurdles.
- D. Athletics.

**10. What medals did he win in 2022?**

- A. A gold medal.
- B. He did not win any medals.
- C. A bronze medal and a gold medal.
- D. A bronze medal

**11. Why did Asier start to practise athletics?**

- A. Because one of his friends was in Ardoi Club.
- B. Because his mother was also an international athlete.
- C. Because he did not like any other sport.
- D. Because he practised it on his summer holidays in Zarautz.

**12. Which was Asier's first club?**

**Ardoi, from Zizur Mayor.**

**13. When he was 14 years old, Asier...**

- A. started to practise athletics.
- B. won his first international medal.
- C. started in Ardoi Club.
- D. moved to another club.

**14. Say if these sentences are true or false:**

	True	False
A. In the Olympic Games in Tokyo, he won a gold medal.		X
B. As a child, Asier enjoyed watching athletic competitions.	X	
C. He is the first athlete in his family.		X
D. Asier never practises any other sport than athletics.		X

**15. What are Asier's hobbies?**

- A. Spending time with his friends and practising other sports.
- B. Spending time with his friends and going to the cinema.
- C. Spending time with his friends, listening to rap music and boxing.
- D. Practising other sports and listening to music.

**16. What does Asier do to concentrate before competitions?**

- A. He watches TV
- B. He practices boxing.
- C. He studies in his computer.
- D. He listens to rap music.

**17. Asier is studying at university, which of these sentences is true?**

- A. He goes to classes every day because his university is in Pamplona.
- B. He is doing it on-line because he can not go to university every day.
- C. He does not want to study anymore when he finishes university.
- D. He wants to study medicine when he finishes university.

**18. This text is:**

- A. A text from the newspaper.
- B. A biography about Asier Martinez.
- C. A song.
- D. A story for little children.

## Reading 2 – POSTCARD FROM LONDON

NEW EMAIL
From: anna16@educacion.navarra.es
To: luca23@educacion.navarra.es
Subject: Hello!!
<p>Hi, Luca!</p> <p>How are you? I am writing this email while sitting in a big garden in London! I can see Buckingham Palace in front of me. I am spending my holidays in London with my cousins, because they live here. My parents are in Pamplona, I came here alone! I was scared in the plane... but now I'm having a great time. I arrived on Monday, today is Friday and I will be here until Sunday.</p> <p>Later we are going to see Big Ben, the famous clock. Yesterday we visited the Tower of London, very interesting place, but my favourite day was the first one: we did a tour of the Harry Potter studios!!! It was wonderful, very cool!</p> <p>However on Tuesday we visited the British Museum, I didn't like it very much... it was a little bit boring. Tomorrow we are going to the zoo. I want to visit Windsor Castle, but it is too far and we don't have a car.</p> <p>I love London buses, they are tall and red, but it takes too long to go to the city centre from my cousins' home. And something incredible: they have dinner at 6 pm! I am not hungry at that time!</p> <p>I don't like the weather very much, because we need an umbrella almost every day.</p> <p>Anyway, I'm loving London, I don't really want to return to Pamplona, except for seeing you, I hope you like your present!</p> <p>I hope you are enjoying your holidays too!</p>

**SEND**



**19. Where is Anna spending her holidays?**

**In London.**

**20. Luca is:**

- A. A friend from London.
- B. Her cousin.
- C. A friend from Pamplona.
- D. The person who writes the card.

**21. On Friday Anna is going to visit:**

- A. The Big Ben.
- B. The zoo.
- C. The Tower of London.
- D. Windsor Castle.

**22. The best place in London for Anna is...**

- A. The zoo.
- B. The Tower of London.
- C. Buckingham Palace.
- D. Harry Potter studios.

**23. Say if these sentences are true or false:**

	True	False
A. Anna is in London with her cousins.	X	
B. Anna enjoyed the plane.		X
C. She loved the British Museum.		X
D. London buses are tall and green.		X

**24.** At what time does her family have dinner?

**At 6 pm.**

**25.** In London, Anna's family has dinner:

- A. Late for Anna.
- B. **Early for Anna.**
- C. At the same time as in Pamplona.
- D. At a normal time for Anna.

**26.** The weather in London is:

- A. Cold.
- B. Hot.
- C. Sunny.
- D. **Rainy.**

# Writing

**27. You are on holidays and you write an email to a friend.**

**HERE ARE SOME IDEAS TO HELP YOU:**

- **Where you are:** the name; is it a village, a city? Beach, mountain...?
- **You are with...** (Parents, cousins, friends...).
- **Where you are sleeping** (hotel, campsite, apartment...).
- **What you are doing** (sport, tourism, visits, relax...).
- **What you are eating.**
- The **weather**.
- **Do you like** your holidays?

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

<b>First paragraph</b>	
<b>Second paragraph</b>	
<b>Third paragraph</b>	

NEW EMAIL
To: _____@_____.com
Hi, .....! ..... ..... ..... .....
<div style="border: 1px solid black; padding: 5px 15px; display: inline-block; background-color: #f0f0f0;"> <b>SEND</b> </div>

<i>This part is for the teacher only</i>		Mark 0, 0.25, 0.5, 1
<b>Planning</b>		
<b>General presentation</b>		
<b>Spelling</b>		
<b>Grammatical accuracy</b>		
<b>Lexical range</b>		
<b>Adequacy</b>		
<b>Coherence</b>		
<b>Cohesion</b>	Sentence structures	
	Punctuation, paragraphs	
	Cohesive devices	
<b>Item 27 – Total:</b>		<b>/10</b>