

SÄCHSISCHES
BILDUNGSINSTITUT



Freistaat
SACHSEN

Kompetenztest

Korrekturanweisungen **- ausführliche Version -** Klassenstufe 6 Mittelschulen und Förderschulen

Schuljahr 2010/2011

Fach Englisch

In den Kompetenztests 2011 im Fach Englisch wird der Lernstand in drei Kompetenzbereichen - **Hören, Lesen und Schreiben** - getestet. Um eine einheitliche, standardisierte und objektive Bewertung der Aufgaben und damit eine Vergleichbarkeit zwischen den Schulen und Klassen zu gewährleisten, finden Sie hier für die einzelnen Aufgaben Korrekturanweisungen. Es empfiehlt sich, die Korrektur mit Kollegen bzw. Kolleginnen aus der Fachschaft durchzuführen. Halten Sie sich unbedingt an diesen Auswertungsschlüssel.

Diese Korrekturanweisungen sind in zwei Teile unterteilt:

Teil 1 für die Aufgaben zum Hörverstehen und Leseverstehen

Teil 2 für die Aufgaben zum Schreiben

Teil 1 Hörverstehen und Leseverstehen

Im Testheft zum Hörverstehen und Leseverstehen werden Sie eine Reihe verschiedener Aufgaben finden. Die Mehrzahl sind **geschlossene Aufgaben**, andere sind **halboffene Aufgaben**.

Während Sie bei **geschlossenen** Aufgaben keinen Ermessensspielraum haben, erfordern die **halboffenen** Aufgaben manchmal eine genauere Einarbeitung, um zu entscheiden, ab wann eine Lösung als richtig bzw. falsch zu bewerten ist. In der Regel ist der Ermessensspielraum aber sehr gering. Jedes Item wird einzeln bewertet.

Wichtig: Allgemeine Hinweise zur Korrektur der Hörverstehens- und Leseverstehensaufgaben

Kodierung:

Bei der Auswertung müssen die Schülerantworten zunächst als „richtig“ oder „falsch“ identifiziert werden. Es gibt **keine** Kategorie „teilweise richtig“.

Die **Anzahl der richtigen Lösungen** pro Aufgabe wird zusammengefasst und als Ziffer (zwischen 0 und der maximalen Itemanzahl) ins Portal eingegeben.

z.B. Task 1: Es sind maximal 7 richtige Lösungen möglich, davon hat der Schüler 3 richtige Antworten, d.h. die Ziffer wird „3“ eingetragen.

Worte, die in den Schlüsseln in Klammern erscheinen, sind für eine richtige Antwort **nicht** erforderlich. Alternative Antworten werden durch einen Schrägstrich (/) gekennzeichnet.

Für eine korrekte Lösung ist es nicht erforderlich, mit einem vollständigen Satz zu antworten. **Satzfragmente** sind als **korrekt** zu bewerten, wenn sie alle geforderte Inhalte in vollem Umfang enthalten.

Bitte beachten Sie, dass i. d. R. die **Rechtschreibung** für die Auswertung **keine** Rolle spielt. Man muss das Wort aber erkennen können und Verwechslungen mit anderen Wörtern dürfen nicht entstehen.

Auf den folgenden Seiten finden Sie die Auswertungsschlüssel zu den Aufgaben / Items des Testhefts *Listening and Reading*

Die entsprechenden Auswertungscodierungen werden dann in die Datenmaske eingetragen.

Heft MS/FÖS Lösungen / Booklet B keys Listening and Reading

Listening Tasks

Task 1 Key LC10 10

1 c, 2 c, 3 b, 4 a, 5 d, 6 c, 7 b

Task 2 Key LC21 10

1 d, 2 a, 3 b, 4 d, 5 a

Task 3 Key LC13 10

1a, 2d, 3c, 4d

Task 4 Key LC11 10

0	Who is the birthday present for?	A friend
1	How old is the boy?	12
2	What are his hobbies?	a) (playing) computer games b) (watching) TV [in any order]
3	What sport does he not like?	football
4	What sports does he like?	a) swimming b) hockey [in any order]
5	How much do the goggles cost?	(£) 9.99 (pounds)
6	What colour are the goggles?	yellow

Task 5 Key LC 19 10

0	When did the girl go on holiday?	<i>in winter</i>
1	Who went with her and her parents?	brother
2	How did the family get to Austria?	(by) car
3	How long did the journey take?	8 hours
4	What was the weather like? (2 answers)	Any 2 of : sunny / blue sky / cold / lots of snow / -5°
5	What sport did the girl do?	(went) snowboarding

Reading Tasks

Task 6 Key RC02 10

0	Who gets the letter?	<i>Emma</i>
1	When does Sarah get up?	(at) 6.30 / six thirty / half (past) six
2	How does she get to school?	(by) bus / take(s) the bus
3	Where does Sarah have her lunch?	(at) home
4	What does she do with her friends? Name two things.	a) & b) ANY 2 OF:-shop(ping) / meet / sport(s)
5	What happens between 7 pm and 8.30? Name two things.	a) play(s) a game..... b) watch(es) TV

Task 7 Key RC04 10

		True	False	Not given
0	<i>Janet lives in Manchester.</i>		✓	
1	You can touch the animals in the children's zoo.	✓		
2	Parents can relax in the café.	✓		
3	Janet likes the baby lions best.	✓		
4	Whiggle and Piggie are her school friends.		✓	
5	Wingy likes flying away.			✓
6	Janet has got a brother.	✓		
7	Pat cries when the birds fly away.		✓	

Task 8 Key RC32 10

0	<i>This ticket was for 16th October.</i>	A
1	This ticket was bought at half past eleven.	E
2	This ticket was for a student.	D
3	This ticket cost £20	B
4	This ticket was for a church and museum.	C
5	This ticket was for the London Eye.	E
6	This ticket was for 8 th November..	D
7	This ticket was for a Thursday.	A
8	This ticket was for the Tower of London.	D

Task 9 Key RC24 10

1 c, 2 d, 3 a, 4 c, 5 b

Task 10 Key RC07 10

1 d, 2 c, 3 a, 4 b, 5 c

Task 11 Key RC15 10

- 1) 3 or 4 times (a night)
- 2) Any 2 of:- mother / father / sister
- 3) 18 (years)
- 4) Any 3 of:- (special) boots / fire pants / (a) hood / (a) helmet / mask / gloves
- 5) (a) flight medic / medic on (a) helicopter
- 6) call / phone 911

Teil 2 Schreiben

In den Lernstandserhebungen / Vergleichsarbeiten 2011 im Fach Englisch wird auch der Lernstand hinsichtlich des Kompetenzbereiches „Schreiben“ erhoben. Um dabei eine einheitliche, standardisierte und möglichst objektive Bewertung der Aufgaben zu gewährleisten, finden Sie hier ausführliche Korrekturanweisungen bzw. -hilfen, die in den Pilotierungen zu diesen Aufgaben erprobt wurden und sich als hilfreich herausgestellt haben.

Für jede der drei zu bearbeitenden Aufgaben

1. W02 10: Sundays (Level A1)
2. W06 10: My best friend (Level A1+)
3. W10 10: Dream pet (Level A2)

wurde ein *Assessment grid for writing tasks* erstellt, das Sie als Korrekturvorlage für jede Schülerin/jeden Schüler benutzen können (muss dann jeweils kopiert werden).

Dieses *Assessment grid for writing tasks* gliedert sich in zwei Teile:

1. Eine Checkliste für *Task Fulfilment*
2. Assessment

Die Checkliste bietet Ihnen als *Checklist for guidance only* in tabellarischer Form die Möglichkeit, elementare Kriterien der Aufgabenerfüllung (*Task Fulfilment*) zu erfassen und dient – wie der Name schon sagt – nur als Hilfe (*Checklist*).

Hier können Sie durch Abhaken oder Ankreuzen eintragen, ob die Lernenden die Einzelkriterien erfüllt haben (yes) oder nicht (no). Die angegebenen Kriterien resultieren aus den Antworten der Pilotierungen und dienen als Vorlage. Andere Aspekte, die die Lernenden einbringen und die für das *Task Fulfilment* relevant sind, können Sie in der Zeile *Additional Information* eintragen.

Der *Assessment*-Teil bildet den eigentlichen Bewertungsteil. Dieser ist in zwei Teile gegliedert:

1. Task Fulfillment / Communicative Effect Achieved
2. Language

Im Teil *Task Fulfilment / Communicative Effect Achieved* sind alle Komponenten aus der Tabelle *Checklist for guidance only* zusammengefasst.

Für die Bewertung von *Task Fulfilment / Communicative Effect Achieved* finden Sie detaillierte Anweisungen für jede einzelne Aufgabe auf dem *Assessment grid* und allgemeine Kriterien als Grundlage für Ihre Bewertung in der Spalte *Task Fulfilment* vom **Rating Scale**.

Der Teil *Language* beinhaltet die Komponenten *Organisation, Vocabulary* und *Grammar* mit den angegebenen Untergliederungen, die jedoch bei den einzelnen Aufgaben unterschiedlich – je nach Aufgabenstellung – zur Anwendung kommen. Auch hier ist die jeweilige Gesamtbewertung nach den auf den *Assessment Grids* vorgegebenen Aufschlüsselungen zu bewerten.

Bei der Bewertung der sprachlichen Leistung geht es darum, ob genug Sprache produziert wurde, um eine Bewertung vornehmen zu können.

Die in der Aufgabe angegebene Wortzahl, ist nur als Hilfestellung für die Schülerinnen und Schüler gedacht, weder die Schüler noch Sie müssen die Wörter zählen.

Durch die detaillierte Aufschlüsselung der einzelnen Bereiche erhalten Sie ein recht genaues Bild des sprachlichen Lernstandes Ihrer Lerngruppe. Als Voraussetzungen für die Einzelkomponenten *Organisation, Vocabulary* und *Grammar* mit ihren angegebenen Untergliederungen wurde ein Bewertungsraster – **Rating Scale** – erstellt, das nach den Stufen des GER gegliedert ist (Level A1 und A2). Dieses Raster beschreibt Minimalvoraussetzungen.

Die für die Bewertung nötigen Dokumente (**Assessment Grids** und **Rating Scales**) finden Sie im Anhang.

Wir empfehlen Ihnen, drei oder vier Schülerantworten zusammen mit Kolleginnen und Kollegen der Fachschaft Englisch zu bewerten und Ihre Ergebnisse und Ihre Anwendung der *Rating Scales* zu diskutieren. Unsere Erfahrungen in der Pilotierung haben gezeigt, dass man sich relativ schnell mit den *Rating Scales* vertraut machen kann und dass Lehrer sie in kurzer Zeit objektiv und akkurat verwenden können.

Es muss betont werden, dass Fehler weder unterstrichen, noch korrigiert, noch gezählt werden müssen. Man liest den Text des Schülers und bewertet ihn anhand der Deskriptoren in den *Rating Scales*. Hierbei muss man aber auf das Niveau der Aufgabe (A1 oder A2) achten und die für die Aufgabe und das Kompetenzniveau relevante Deskriptoren benutzen. Die für bestimmte Aufgaben nicht relevanten Kriterien sind in den *Assessment grids* grau schattiert und erscheinen nicht in der Bewertungsmaske, wo Sie Ihre Ergebnisse eintragen.

Zur Orientierung finden Sie hier drei Beispiele von Schülerantworten zu einer A1 + Aufgabe aus der Pilotierung und eine Bewertung einschließlich Begründung.

Bitte auf keinen Fall die Fehler zählen! In der Bewertung geht es hier um **Kriterien** und **Kompetenzen**, nicht um Fehlerquotienten!

Nach dem Lesen des vom Schüler geschriebenen Textes ist es Ihnen freigestellt, ob Sie die *Assessment Grids* zuerst ausfüllen, was wir Ihnen empfehlen, oder ob Sie Ihre Codierungen direkt in die Ergebnismaske eintragen.

Vergleichen Sie bitte Schülertexte nicht miteinander! Bewerten/codieren Sie jeden Schülertext für sich. Bemerkungen wie „Schüler B ist aber eindeutig besser als Schüler A“ sind bei einer Codierung nicht relevant. Sie bewerten/codieren den Schülertext in Bezug auf die Deskriptoren des relevanten Kompetenzniveaus und nicht in Bezug auf die Leistungen anderer Schüler.

Denken Sie bitte daran, wenn die Schreibaufgabe als A1 bezeichnet ist, sind nur die A1 Deskriptoren zu verwenden. Wenn die Aufgabe als A1+ bezeichnet ist, kann man bei „Language“ die Schülerleistung nach A1 (Codierung 1) oder nach A2 (Codierung 2) bewerten, d.h. man benutzt die A1 und A2 Deskriptoren. Bei „task fulfilment“ dagegen gelten bei A1+ Aufgaben nur die A1 *task fulfilment* Deskriptoren. Bei einer A2 Aufgabe sind im Bereich „Task fulfilment“ nur die A2 Deskriptoren zu verwenden, aber im Bereich „Language“ kann man (mit Ausnahme von *structure and thematic development*) die A1 Deskriptoren (Codierung 1) und/oder die A2 Deskriptoren (Codierung 2) benutzen.

Als Lehrer sind wir oft dazu geneigt, sehr kritisch mit Fehlern umzugehen und sie als Grundlage einer negativen Einschätzung der Schülerleistung zu betrachten. Die Deskriptoren des GER gehen aber davon aus, dass Fehler gemacht werden und bewerten sie deshalb in Bezug auf das Verständnis des Textes. Sie dürfen die Deskriptoren nicht aus dem Auge verlieren und nicht vergessen, dass A1 und A2 in der Kategorie „elementare Sprachverwendung“ angesiedelt sind. Die von Schülern geschriebenen Texte werden wahrscheinlich nicht fehlerfrei sein, können aber trotzdem eindeutig den Deskriptoren der Kompetenzniveaus zugeordnet werden.

Commentary

Preamble:

As a basis for the assessment of the pupils' scripts one should ask oneself whether the script would be understood by "a sympathetic, educated native speaker of English who does not understand German", i.e. one should be prepared to make an effort to understand what the pupil has written, but a pupil's use of German lexis would, for such an individual, impede understanding. Our fictitious native speaker would be most unlikely to resort to phonetic transcriptions, except in isolated cases, to understand the text.

Please note that the task WR06 10, which has been used in the following commentaries, has been slightly changed as a result of the trials. You will notice that the bullet-point "why you like him/her" has been removed from the versions in the test booklets used by your pupils and, therefore, in the assessment grid made available to you and used in these commentaries. (The piloting of the tasks demonstrated that there was too much overlap between "why you like him/her" and "why he/she is your best friend". Only one of the two bullets was necessary for pupils to produce the language required.)

Your school is organizing an English Writing Competition. The topic is "My best friend". Write a text about your "best friend". Your text could be about a member of your family, your friend or about your pet.

Write about:

- **your best friend's name**
- **how old he / she is**
- **what he / she looks like**
- **what you like doing together**
- **why you like her / him**
- **why he / she is your best friend.**

Write more than 25 words.



Creative Writing Competition

My best friend

My best friend is Michelle
She is 13 years old
She looks like Spongebob
we like doing together shopping
I like her character
She is my best friend.

My Best Friend

Checklist for guidance only

TASK FULFILMENT	NO	YES
▲ relevant content points		
best friend's name		✓
best friend's age		✓
what best friend looks like		✓
what like doing together		✓
why he/she is best friend		✓
(additional information)	✓	
▲ Text type		
prose text (short sentences)		✓
▲ Target audience		
competition judges (peers & adults)		✓

ASSESSMENT

	0	1
TASK FULFILMENT / COMMUNICATIVE EFFECT ACHIEVED		✓

0 = the criteria 1, 2, 3, 4 and 5 on the assessment scale for A1 are **NOT** fulfilled

1 = the criteria 1, 2, 3, 4 and 5 on the assessment scale for A1 are fulfilled

<i>LANGUAGE</i>	0	1	2
▲ Organisation			
- structure and thematic development			✓
- cohesion	✓		
▲ Vocabulary			
- range			✓
- accuracy			✓
▲ Grammar			
- range		✓	
- accuracy		✓	

0 = below the level A1

1 = at the level A1 (N.B code 1 is not to be used for "structure and thematic development")

2 = at the level A2

Commentary:

Pupil 1

Pupils number one's script may, if we are not familiar with certain children's TV channels and programmes, send us rushing to our search engines to find out who or what "Spongebob" is! Having checked, we may not necessarily interpret it as a compliment to Michelle, but it is a perfectly acceptable response to the bullet "what he/she looks like" – it may not be one which task-writers and teachers expecting a description might have anticipated, but it is not wrong. "Although some difficulty is likely to be experienced by the reader" (point 5) our sympathetic, educated native speaker is likely to be able to understand "we like doing together shoppen" and most people would quickly realize that "Karakter" is supposed to be "character" – an orthographically complex word even for native-speaker children. We can, therefore, say that the criteria 1, 2, 3, 4 and 5 at A1 have been fulfilled and we can award code 1.

As this is an A1+ task, we can assess the language at A1 or A2. As can be seen from the assessment grid, we can only, however, assess *structure and thematic development* at A2. This pupil's script is almost a perfect match to that part of the descriptor which is in italics; we can, therefore, tick the A2 box. In terms of cohesion, there is, sadly, not one single conjunction in the pupil's text and, although the pupil is able to use pronouns, the text matches neither the A2 nor the A1 descriptor. We would, therefore, have to use the 0 coding. That degree of divergence between the two *organisation* sub-sections is unusual but not impossible.

When assessing the pupil's range of vocabulary, one needs to refer to the definitions of "elementary" and "basic" in the rating scale glossary. On balance this pupil's understanding and use of lexis is closer to the A2 descriptor than to the A1 descriptor, but this is not an easy decision. In terms of vocabulary accuracy, again, on balance, the A2 descriptor, perhaps contrary to our initial reaction, seems to offer the best fit.

If we look at the range of grammar, the pupil's performance clearly does not match the A2 descriptor. The A1 descriptor is, however, a good match here. As it is stated that "accuracy should be treated in relation to range", we are probably best advised to establish a clear link between the two here as "the control of simple structures and patterns" is clearly to be understood in the context of the structures described in A2 grammatical range – in those terms this pupil is only at A1.

This candidate has relied heavily on the bullet points – to the extent that he/she has lifted those structures and the lexis and, in doing so, may well have restricted his/her ability to demonstrate a more varied use of lexis and syntax. One has a feeling that this candidate could be capable of performing at a higher level on an A2 task which offers more scope to branch out from the structures and lexis used in the bullets. One suspects that, if there had been a full stop at the end of each bullet, the candidate would have punctuated his/her text correctly!

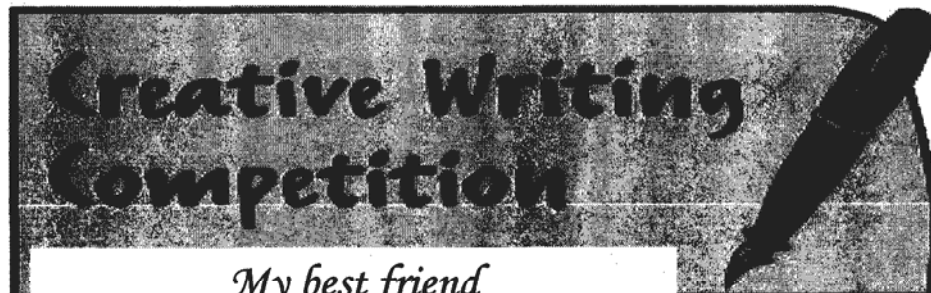
Your school is organizing an English Writing Competition.

The topic is "My best friend". Write a text about your "best friend". Your text could be about a member of your family, your friend or about your pet.

Write about:

- **your best friend's name**
- **how old he / she is**
- **what he / she looks like**
- **what you like doing together**
- **why you like her / him**
- **why he / she is your best friend.**

Write more than 25 words.



My best friend

My best friend is Nastassia.

She is twelve years old.

She likes pets and music.

We talk for a music
and tv programmes.

She likes cherries.

She is my best friend why
we likes music and we

have a gleichen hobbies.

This is my best friend.

My Best Friend

Checklist for guidance only

TASK FULFILMENT	NO	YES
▲ relevant content points		
best friend's name		✓
best friend's age		✓
what best friend looks like	✓	
what like doing together		✓
why he/she is best friend		✓
(additional information)		✓
▲ Text type		
prose text (short sentences)		✓
▲ Target audience		
competition judges (peers & adults)		✓

ASSESSMENT

	0	1
TASK FULFILMENT / COMMUNICATIVE EFFECT ACHIEVED		✓

0 = the criteria 1, 2, 3, 4 and 5 on the assessment scale for A1 are **NOT** fulfilled

1 = the criteria 1, 2, 3, 4 and 5 on the assessment scale for A1 are fulfilled

<i>LANGUAGE</i>	0	1	2
▲ Organisation			
- structure and thematic development			✓
- cohesion		✓	
▲ Vocabulary			
- range			✓
- accuracy			✓
▲ Grammar			
- range		✓	
- accuracy		✓	

0 = below the level A1

1 = at the level A1 (N.B code 1 is not to be used for "structure and thematic development")

2 = at the level A2

Commentary:

Pupil 2.

It is rare to find a pupil's script which fits perfectly into all the A1 or A2 descriptors and pupil two's script is no exception. After a most promising first two lines we encounter our first problem where the candidate has misunderstood "what he/she looks like" and this leads to a general insecurity on how to proceed with the text. There is clearly no physical description of the friend but the other *task fulfilment* boxes (i.e. 5 out of 6) can be ticked "Yes" and, despite our difficulties in places, points 1 to 5 on the rating scale are fulfilled, i.e. task fulfilment at A1 has been achieved.

We may react totally negatively to the pupil's use of "why" instead of "because" but with the addition of certain pauses and the correct punctuation this would be perfectly acceptable in everyday (spoken) English – "She is my best friend. Why? We like music and we have the same hobbies." Admittedly our "sympathetic, educated native speaker who doesn't understand German" would be incapable of making sense of "a gleichen hobbys" but "we likes music" would present few problems of comprehension.

Moving now to the assessment of language, given that the pupil has indeed produced enough language, we are left with three possible codes for this A1 task – 0, 1 or 2. In terms of *structure and thematic development* the script matches the A2 descriptor well. Looking at *cohesion*, the pupil's use of "and" provides a good match with the A1 descriptor. (It must be noted here that the descriptor states " ... 'and' or 'then'".)

A close look at the definition of "elementary vocabulary" could well justify placing this candidate's performance in *vocabulary range* at A2. The descriptor at A2 for *vocabulary accuracy* contains an interesting and significant difference from the A2 descriptor for *vocabulary range* in that for *accuracy* we read "shows control ... of elementary vocabulary"; this, coupled with those sections in italics, fully justifies using the A2 coding here.

Despite the restrictions imposed by the task, it is possible to use a variety of tenses and modals here. This candidate's script, however, restricts itself to the simple present and corresponds closely to the A1 descriptor for range of grammar. Once again, given that "accuracy should be treated in relation to range" and that we have established that *grammar range* is A1, it would be an extraordinary script that could justify an A1 for *range* but an A2 for *accuracy*. That is not the case here, so we can link the two and award A1 for *accuracy* as well.

Your school is organizing an English Writing Competition. The topic is "My best friend". Write a text about your "best friend". Your text could be about a member of your family, your friend or about your pet.

Write about:

- **your best friend's name**
- **how old he / she is**
- **what he / she looks like**
- **what you like doing together**
- **why you like her / him**
- **why he / she is your best friend.**

Write more than 25 words.

Creative Writing Competition

My best friend

My best friend is Philip.
He is 12 years old. He has a black hair and a white T-shirt. We like to play and talk together. Because he helps me. Because he always talks with me.

My Best Friend

Checklist for guidance only

TASK FULFILMENT	NO	YES
▲ relevant content points		
best friend's name		✓
best friend's age		✓
what best friend looks like		✓
what like doing together		✓
why he/she is best friend		✓
(additional information)	✓	
▲ Text type		
prose text (short sentences)		✓
▲ Target audience		
competition judges (peers & adults)		✓

ASSESSMENT

	0	1
TASK FULFILMENT / COMMUNICATIVE EFFECT ACHIEVED		✓

0 = the criteria 1, 2, 3, 4 and 5 on the assessment scale for A1 are **NOT** fulfilled

1 = the criteria 1, 2, 3, 4 and 5 on the assessment scale for A1 are fulfilled

<i>LANGUAGE</i>	0	1	2
▲ Organisation			
- structure and thematic development			✓
- cohesion			✓
▲ Vocabulary			
- range			✓
- accuracy			✓
▲ Grammar			
- range		✓	
- accuracy		✓	

0 = below the level A1

1 = at the level A1 (N.B code 1 is not to be used for "structure and thematic development")

2 = at the level A2

Commentary:

Pupil 3

Here we have another example of a pupil who has simply but effectively worked their way through the bullet-points, indeed relying on theses to such an extent that the bullet-points have been regarded as questions to which the pupil has merely supplied a subordinate clause as an answer. Despite that and despite the amusing image created by “He has a black hair”, we can tick all the “Yes” boxes on the check-list and award an A1 code for *task fulfilment*.

The script clearly matches the A2 descriptor for *structure and thematic development*, but the category *cohesion* is rather problematic here. The pupil can indeed use both the conjunctions “and” and “because”, and employ pronouns correctly – all features of the A2 descriptor. However, as we have already noted, the pupil has clearly treated the bullets as questions and has replied to those questions, perhaps as he/she would orally, by simply using the subordinate clauses beginning with “because” and one could argue that this does not perform a linking function but rather impedes the cohesion of the written text. Perhaps the section of the A2 descriptor in italics will tip the balance in favour of A2, “*Cohesive devices are not yet found throughout the text; their limited control may sometimes impede communication.*” One has a feeling that the linguistic ability of this pupil may be causing him/her to look down upon this task as being beneath his/her ability and, therefore, despite his/her knowledge of cohesive devices, may be taking the least time-consuming option to complete the task. We can, however, only reach a judgement on the script in front of us and its relationship to the A1 and A2 descriptors.

The script presents us with similar problems in the vocabulary categories. Perhaps the fact that the task straddles the border between A1 and A2 also leads to pupils’ scripts doing the same. Although this script reads quite well and one could initially tend towards an A2 assessment of *vocabulary range* as a result of that, if we look closely at the lexis, there are perhaps only “together” (lifted from the bullets?), “talks” and “always” which go beyond the glossary definition of elementary vocabulary. Yet perhaps it is the use of adjectives, articles (not all correctly), pronouns, conjunctions and adverbs which can enable us to say this performance does, after all, slip into A2 territory – the use of lexis is not in “isolated words or phrases” but goes beyond that. Having made that difficult decision we can more readily award an A2 coding for *accuracy* – indeed the script offers a good match to the A2 descriptor.

Moving on to the *range of grammar* section, the pupil’s script seems to be a good match with the A1 descriptor – possibly at the top end of A1 but not quite nudging into A2 – the opportunity to use more varied structures has not been taken up. Consequently, when linking *accuracy* to *range*, we can also award an A1 coding for *accuracy*.

Assessment grid for writing task WR02 10 Level A1

Booklet MS/FÖS Task 1 Sundays

Checklist for guidance only

TASK FULFILMENT	NO	YES
▲ relevant content points		
(salutation)		
breakfast		
activities in the morning		
activities in the afternoon		
(additional information)		
(valediction)		
▲ Text type		
prose / article / notes		
▲ Target audience		
Magazine / newspaper readers (age neutral or same peer group)		

ASSESSMENT

	0	1
TASK FULFILMENT / COMMUNICATIVE EFFECT ACHIEVED		

0 = the criteria 1, 2, 4 and 5 on the assessment scale for A1 are **NOT** fulfilled

1 = the criteria 1, 2, 4 and 5 on the assessment scale for A1 are fulfilled

LANGUAGE	0	1
▲ Organisation		
- structure and thematic development		
- cohesion		
▲ Vocabulary		
- range		
- accuracy		
▲ Grammar		
- range		
- accuracy		

0 = below the level A1

1 = at the level A1

Assessment grid for writing task **WR06 10** Level **A1+**

Booklet MS/FÖS Task 2 My Best Friend

Checklist for guidance only

TASK FULFILMENT	NO	YES
▲ relevant content points		
best friend's name		
best friend's age		
what best friend looks like		
what like doing together		
why he/she is best friend (additional information)		
▲ Text type		
prose text (short sentences)		
▲ Target audience		
competition judges (peers & adults)		

ASSESSMENT

	0	1
TASK FULFILMENT / COMMUNICATIVE EFFECT ACHIEVED		

0 = the criteria 1, 2, 3, 4 and 5 on the assessment scale for A1 are **NOT** fulfilled

1 = the criteria 1, 2, 3, 4 and 5 on the assessment scale for A1 are fulfilled

LANGUAGE	0	1	2
▲ Organisation			
- structure and thematic development			
- cohesion			
▲ Vocabulary			
- range			
- accuracy			
▲ Grammar			
- range			
- accuracy			

0 = below the level A1

1 = at the level A1 (N.B code 1 is not to be used for "structure and thematic development")

2 = at the level A2

Assessment grid for writing task **WR10 10** Level **A2**

Booklet MS/FÖS Task 3 Dream Pet

Checklist for guidance only

TASK FULFILMENT	NO	YES
▲ relevant content points		
what dream pet is		
why you like it		
what it looks like		
what it eats and/or drinks		
where it sleeps		
what you can do with it		
(additional information)		
▲ Text type		
prose text (sentences)		
▲ Target audience		
competition judges (likely adults)		

ASSESSMENT

	0	1
TASK FULFILMENT / COMMUNICATIVE EFFECT ACHIEVED		

0 = the criteria 1, 2, 3, 4 and 5 on the assessment scale for A2 are **NOT** fulfilled

1 = the criteria 1, 2, 3, 4 and 5 on the assessment scale for A2 are fulfilled

LANGUAGE	0	1	2
▲ Organisation			
- structure and thematic development			
- cohesion			
▲ Vocabulary			
- range			
- accuracy			
▲ Grammar			
- range			
- accuracy			

0 = below the level A1

1 = at the level A1 (N.B code 1 is not to be used for “structure and thematic development”)

2 = at the level A2



RATING SCALE

KOMPETENZTESTS 2011 – KLASSENSTUFE 6

WRITING

Descriptors state the expectations for different criteria, targeting levels A1 and A2.

Remarks in Italics/blue are rating guidelines and state additional features which are characteristic for that level.

Glossary:

¹ *Elementary vocab:* names, dates, nationality and words that express needs within survival situations, surroundings, limited social demands, food, lodging, transport, etc.

² *Basic vocabulary* refers to the so called *Grundwortschatz* (roughly encompassing the 2000 most frequently used words)

³ *Local errors* are grammatical errors within one sentence which do not hinder understanding [e.g. mixing up of tenses, forgetting to mark agreement, problems with subordinate clauses, errors in word order]. It is usually clear what the writer wants to express.

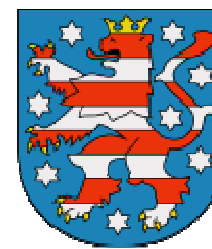
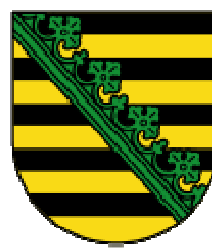
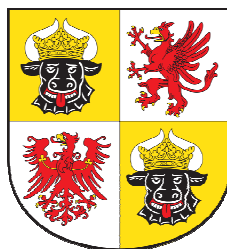
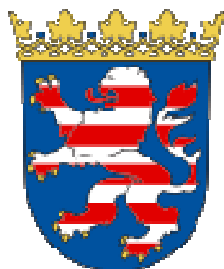
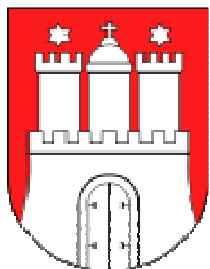
⁴ *Global errors* are those grammatical errors which hinder understanding at the sentence level.

⁵ *Non-impeding errors* are those lexical / spelling errors which can be resolved spontaneously.

⁶ *Impeding errors* are those lexical / spelling errors which are irresolvable or take a great deal of effort to resolve.

Level	Task fulfilment	Organisation	Vocabulary (Accuracy should be treated in relation to range)	Grammar (Accuracy should be treated in relation to range)
A2	<ol style="list-style-type: none"> Most of the expected content points (2/2, 2/3, 3/4, 4/5, 5/6, 5/7, 6/8, 7/9, 7/10) are mentioned. The majority of the ideas are relevant to the task Register and tone are appropriate for the target audience; simple everyday polite forms are shown [if applicable]. Meets text type requirements [i.e. following a standard format, if applicable] Communicative effect mainly achieved i.e. the message is mainly conveyed although some difficulty may be experienced by the reader. 	<p>Structure / Thematic development</p> <p>Text shows logical order but there might be “jumpiness” in the thematic development or the thematic development might be illogical in some parts. The end might be missing. <i>Tells a story or describes something in a simple list of points [uses task bullets to structure text]. Text is not usually organised in paragraphs.</i></p> <p>Language / Cohesion</p> <p>Links a series of simple phrases / sentences / groups of words using simple cohesive devices, such as articles, pronouns and connectors [the most frequent ones like ‘and’, ‘but’, ‘because’, ‘so’, ‘then’, ‘after’]. <i>Cohesive devices are not yet found throughout the text; their limited control may sometimes impede communication.</i></p>	<p>Range</p> <p>Has a basic² range of vocabulary but is able to express everyday communicative needs.</p> <p>Accuracy</p> <p>Shows control [i.e. adequate and appropriate use] of elementary¹ vocabulary.</p> <p><i>Non-impeding⁵ errors may occur frequently.</i></p> <p><i>Some impeding⁶ errors may occur.</i></p> <p><i>Spelling errors may often occur.</i></p> <p><i>Performance may show noticeable mother tongue influence.</i></p>	<p>Range</p> <p>Uses some simple structures [such as present/ past/ future; simple modals, e.g. ‘can/may/must’; auxiliaries, e.g. ‘to be/have’] and some simple sentence patterns [e.g. questions/answers, negatives/positives, commands, suggestions].</p> <p>Accuracy</p> <p>Shows control of a few simple structures and patterns. <i>Local errors³ may occur frequently [i.e. in nearly every sentence].</i></p> <p><i>Some global errors⁴ are likely to occur.</i></p> <p><i>Performance may show noticeable mother tongue influence.</i></p>

Level	Task fulfilment	Organisation	Vocabulary (Accuracy should be treated in relation to range)	Grammar (Accuracy should be treated in relation to range)
A1	<ol style="list-style-type: none"> Most of the expected content points (2/2, 2/3, 3/4, 4/5, 5/6, 5/7, 6/8, 7/9, 7/10) are mentioned. The majority of the ideas are relevant to the task. Register and tone are appropriate for the target audience; the simplest everyday polite forms are shown [if applicable]. Meets text type requirements [i.e. following standard format such as completing a form, writing a list of points, etc. [if applicable]. Communicative effect mainly achieved i.e. the message is mainly conveyed although some difficulty is likely to be experienced by the reader. 	<p>Language / Cohesion</p> <p>Links words or groups of words with very basic linear connectors like ‘and’ or ‘then’. Apart from that, words/groups of words are not connected by cohesive ties.</p>	<p>Range</p> <p>Shows an elementary¹ vocabulary range of isolated words and phrases restricted to particular concrete situations.</p> <p>Accuracy</p> <p>Shows control of a few elementary words.</p> <p><i>Words beyond the targeted level are likely to be used inaccurately / inappropriately.</i></p> <p><i>Most frequently used words may be correctly spelled, but words beyond that are exposed to spelling errors.</i></p> <p><i>Performance may show serious mother tongue influences.</i></p>	<p>Range</p> <p>Shows only a few simple grammatical structures (such as simple present tense, simple modals) and phrase / sentence patterns (such as simple noun + verb phrases, simple sentences / SPO) in a learnt repertoire.</p> <p>Accuracy</p> <p>Forms simple phrases (syntax) correctly.</p> <p><i>Any structures beyond the targeted level are likely to be used inaccurately which may hinder understanding.</i></p> <p><i>Performance may show serious mother tongue influences.</i></p>



RATING SCALE

Kompetenztest 2011 - Klassenstufe 6

WRITING

Descriptors state the expectations for different criteria, targeting levels A1 and A2.

Remarks in Italics/blue are rating guidelines and state additional features which are characteristic for that level.

Glossary:

¹ *Elementary vocab*: names, dates, nationality and words that express needs within survival situations, surroundings, limited social demands, food, lodging, transport, etc.

² *Basic vocabulary* refers to the so called *Grundwortschatz* (roughly encompassing the 2000 most frequently used words)

³ *Local errors* are grammatical errors within one sentence which do not hinder understanding [e.g. mixing up of tenses, forgetting to mark agreement, problems with subordinate clauses, errors in word order]. It is usually clear what the writer wants to express.

⁴ *Global errors* are those grammatical errors which hinder understanding at the sentence level.

⁵ *Non-impeding errors* are those lexical / spelling errors which can be resolved spontaneously.

⁶ *Impeding errors* are those lexical / spelling errors which are irresolvable or take a great deal of effort to resolve.

Level	Task fulfilment	Organisation	Vocabulary (Accuracy should be treated in relation to range)	Grammar (Accuracy should be treated in relation to range)
A2	<ol style="list-style-type: none"> Most of the expected content points (2/2, 2/3, 3/4, 4/5, 5/6, 5/7, 6/8, 7/9, 7/10) are mentioned. The majority of the ideas are relevant to the task Register and tone are appropriate for the target audience; simple everyday polite forms are shown [if applicable]. Meets text type requirements [i.e. following a standard format, if applicable] Communicative effect mainly achieved i.e. the message is mainly conveyed although some difficulty may be experienced by the reader. 	<p>Structure / Thematic development</p> <p>Text shows logical order but there might be "jumpiness" in the thematic development or the thematic development might be illogical in some parts. The end might be missing. <i>Tells a story or describes something in a simple list of points [uses task bullets to structure text]. Text is not usually organised in paragraphs.</i></p> <p>Language / Cohesion</p> <p>Links a series of simple phrases / sentences / groups of words using simple cohesive devices, such as articles, pronouns and connectors [the most frequent ones like 'and', 'but', 'because', 'so', 'then', 'after']. <i>Cohesive devices are not yet found throughout the text; their limited control may sometimes impede communication.</i></p>	<p>Range</p> <p>Has a basic² range of vocabulary but is able to express everyday communicative needs.</p> <p>Accuracy</p> <p>Shows control [i.e. adequate and appropriate use] of elementary¹ vocabulary.</p> <p><i>Non-impeding⁵ errors may occur frequently.</i></p> <p><i>Some impeding⁶ errors may occur.</i></p> <p><i>Spelling errors may often occur.</i></p> <p><i>Performance may show noticeable mother tongue influence.</i></p>	<p>Range</p> <p>Uses some simple structures [such as present/ past/ future; simple modals, e.g. 'can/may/must'; auxiliaries, e.g. 'to be/have'] and some simple sentence patterns [e.g. questions/answers, negatives/positives, commands, suggestions].</p> <p>Accuracy</p> <p>Shows control of a few simple structures and patterns. <i>Local errors³ may occur frequently [i.e. in nearly every sentence].</i></p> <p><i>Some global errors⁴ are likely to occur.</i></p> <p><i>Performance may show noticeable mother tongue influence.</i></p>

Level	Task fulfilment	Organisation	Vocabulary (Accuracy should be treated in relation to range)	Grammar (Accuracy should be treated in relation to range)
A1	<ol style="list-style-type: none"> Most of the expected content points (2/2, 2/3, 3/4, 4/5, 5/6, 5/7, 6/8, 7/9, 7/10) are mentioned. The majority of the ideas are relevant to the task. Register and tone are appropriate for the target audience; the simplest everyday polite forms are shown [if applicable]. Meets text type requirements [i.e. following standard format such as completing a form, writing a list of points, etc. [if applicable]. Communicative effect mainly achieved i.e. the message is mainly conveyed although some difficulty is likely to be experienced by the reader. 	<p>Language / Cohesion</p> <p>Links words or groups of words with very basic linear connectors like 'and' or 'then'. Apart from that, words/groups of words are not connected by cohesive ties.</p>	<p>Range</p> <p>Shows an elementary¹ vocabulary range of isolated words and phrases restricted to particular concrete situations.</p> <p>Accuracy</p> <p>Shows control of a few elementary words.</p> <p><i>Words beyond the targeted level are likely to be used inaccurately / inappropriately.</i></p> <p><i>Most frequently used words may be correctly spelled, but words beyond that are exposed to spelling errors.</i></p> <p><i>Performance may show serious mother tongue influences.</i></p>	<p>Range</p> <p>Shows only a few simple grammatical structures (such as simple present tense, simple modals) and phrase / sentence patterns (such as simple noun + verb phrases, simple sentences / SPO) in a learnt repertoire.</p> <p>Accuracy</p> <p>Forms simple phrases (syntax) correctly.</p> <p><i>Any structures beyond the targeted level are likely to be used inaccurately which may hinder understanding.</i></p> <p><i>Performance may show serious mother tongue influences.</i></p>