

**TEST INIȚIAL LA DISCIPLINA LIMBA ENGLEZĂ  
CLASA A IX-A, LIMBA MODERNĂ 2**

**TOATE FILIERELE**

**BAREM DE EVALUARE ȘI NOTARE**

VARIANTA 1

- Pentru orice soluție corectă, chiar dacă este diferită de cea din barem, se acordă punctajul corespunzător.
- Nu se acordă fracțiuni de punct, dar se pot acorda punctaje intermediare pentru rezolvări parțiale, în limitele punctajului indicat în barem.
- Se acordă 10 puncte din oficiu. Nota finală se calculează prin împărțirea punctajului obținut la 10.

**PART 1: 5 puncte x 6 itemi = 30 puncte**

1 – F; 2 – F; 3 – T; 4 – T; 5 – T; 6 – T

**PART 2: 30 puncte**

**A: 2.5 puncte x 6 itemi = 15 puncte**

1 – does “expensive” mean; 2 – is watching; 3 – went; 4 – has been; 5 – boils; 6 – would you do

**B: 2.5 puncte x 6 itemi = 15 puncte**

1 – who; 2 – have; 3 – of; 4 – a; 5 – am; 6 – as.

**PART 3: (30 points)**

	<b>6 points</b>	<b>4 points</b>	<b>2 points</b>	<b>0 points Task not attempted</b>
<b>Task achievement</b>	The text is completely relevant to the task, fully developing all content points; the format of the text is fully observed; the purpose of the text is clearly and fully explained; the register is appropriate throughout.	The text addresses the requirements of the task but not all content points are included; the format may be faulty at times; the purpose of the text is presented but it is not very clear; there are inconsistencies in register.	The text does not relate to the task.	
<b>Organization and cohesion</b>	There is a logical progression throughout; the paragraphs are well built, well extended, the topic sentence is clear; a wide range of cohesive devices is used effectively.	The text is generally coherent but the internal organization of some paragraphs may be faulty; the topic sentence is not always clear or may be missing; cohesive devices are used but sometimes they are not accurate.	The text is not logically organized and does not convey a message; No control of cohesive devices.	

<b>Vocabulary</b>	A wide range of vocabulary is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling is very well controlled.	The range of vocabulary is adequate; errors in word choice/formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times.	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors make the text obscure at times.	
<b>Structures</b>	A wide range of grammatical structures is used accurately and flexibly; minor errors are rare; punctuation is very well controlled.	A mix of complex and simple grammatical structures is present; errors are present when complex language is attempted; punctuation can be faulty at times.	A very narrow range of grammatical structures is present; errors predominate; punctuation errors make the text obscure at times.	
<b>Effect on target reader</b>	The interest of the reader is aroused and sustained throughout.	The effect on the reader is satisfactory.	The text has a negative effect on the reader.	