



MINISTÈRE DE L'ÉDUCATION NATIONALE
ET DE LA FORMATION PROFESSIONNELLE
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ÉPREUVE COMMUNE 2012 / 2013

ASSESSMENT BOOKLET

School: _____

Surname: _____

First name: _____

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Texts and design: TDE group

Dear colleagues,

Thank you for doing the 'épreuve commune'.

This booklet contains information on how to assess the test:

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Please note that the TDE group see their work as an on-going process which as many English teachers as possible should get involved in. The materials we produce are only valid if they actually work in the schools. The TDE group depend on the teachers' feedback to find out how our materials can be improved. This is why we have produced a feedback booklet which allows you to evaluate our materials. Thank you for helping the group by filling it in. Also feel free to communicate to us any thoughts and reflections on problematic aspects and elements we might not have envisaged.

THE TDE GROUP

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INSTRUCTIONS AND EXPLANATIONS CONCERNING THE ASSESSMENT

Listening and reading papers

The answer keys for the listening and the reading papers are part of the assessment sheet. Both papers comprise 30 items respectively and each correct answer accounts for 1 score in the raw score. The items 1, 3, 4, 5 and 6 in listening task 4 require some written language production. Any answer which demonstrates that the pupils have understood what they have heard is accepted as correct even if it contains errors (spelling, conventions on how dates and times are written ...). This is not a comment on the importance or the value of accuracy, it is an attempt to stick to the declared goals of the test and its various papers (cf. specifications), in other words the listening and reading papers focus strictly on listening and reading comprehension rather than on productive abilities.

By totalling the number of correct answers, you obtain a raw score out of 30. The conversion table tells you which mark the raw score corresponds to.

Writing paper

To assess the written productions of the pupils, please refer to the marking grids for the respective tasks. Decide which descriptor best reflects the quality of the pupil's performance and associate the respective band to the production. Task 1 accounts for a third and task two for two thirds of the final mark. The final mark is obtained by calculating:

$$\frac{(4 \times \text{total number of bands for task 1}) + (6 \times \text{total number of bands for task 2})}{9}$$

MARKING GRID FOR TASK 1 OF THE WRITING PAPER

MARKING GRID FOR TASK 1						
BAND	0	1	2	3	4	5
CONTENT Task achievement	There may be too little language for assessment or the pupil may have blatantly ignored the task instructions. It may be impossible to understand or the pupil may have totally illegible; the content may	Fewer than half of the elements attempted with little relevant information conveyed.	Some features of band 1, some features of band 2			All elements of the task successfully addressed. Fully relevant and detailed response.
Effect on reader		Much ambiguity and omission. Barely comprehensible to the reader.	Some features of band 1, some features of band 2			Communicates without ambiguity. Overall no effort required of the reader.
LEXICAL STRUCTURES Control (accuracy)	Many basic errors which often impede communication. Note: There may be the occasional correct phrase or short sentence pre-learned or 'lifted' from the prompt	Some features of band 1, some features of band 2			Vocabulary is appropriate to the task and used effectively overall.	
Range	Very limited vocabulary, with occasional correct words or phrases.	Some features of band 1, some features of band 2			Quite a wide range of vocabulary. Little or no repetition.	
Spelling	Spelling very weak.	Some features of band 1, some features of band 2			Spelling mostly accurate. Mistakes mainly due to ambitious use of language.	
GRAMMATICAL STRUCTURES Control (accuracy)	Very little control of grammatical structures. Note: There may be the occasional correct phrase or short sentence pre-learned or 'lifted' from the prompt. Many basic errors and inaccuracies which often impede communication.	Some features of band 1, some features of band 2			Frequently encountered structures are used correctly.	
Range	Very limited range of structures. Essentially no control of punctuation.	Some features of band 1, some features of band 2			Grammatical mistakes mainly due to ambitious use of language and do not hinder communication. More complex or varied structures attempted.	
Punctuation	Essentially no control of punctuation.	Some features of band 1, some features of band 2			Basic punctuation used correctly.	

Note: If candidates write too few words, their result needs to be adapted proportionately. Candidates who write fewer than 50 words may not be awarded more than a band 2 in all categories.

MARKING GRID FOR TASK 2 OF THE WRITING PAPER

MARKING GRID FOR TASK 2

BAND	0	1	2	3	4	5
CONTENT Task achievement	There may be too little language for assessment or the response may be totally illegible; the content may be impossible to understand or the pupil may have blatantly ignored the task instructions.	Fewer than half of the elements attempted with little relevant information conveyed. Much ambiguity and omission. Barely comprehensible to the reader.	Some features of band 1, some features of band 2.			All elements of the task successfully addressed. Fully relevant and detailed response. Communicates without ambiguity. Overall no effort required of the reader.
ORGANISATION Logic Linking devices	Only isolated sentences or juxtaposed phrases or words. Unsuccessful use of even the most frequently occurring connectors.	Some attempt at linking piece into a whole. Successful use of the most frequently occurring connectors (and, but, because ...) to link simple phrases and sentences.			Successful linking of the piece into a whole. Elements are linked into a connected logical / linear sequence. Occasionally successful use of cohesive devices other than basic connectors (transition words, chronological and logical sequences, less frequently occurring conjunctions and subordinators...).	
LEXICAL STRUCTURES Control (accuracy) Range Spelling	Many basic errors which often impede communication. Note: There may be the occasional correct phrase or short sentence pre-learned or 'lifted' from the prompt. Very limited vocabulary, with occasional correct words or phrases. Spelling very weak.	Everyday basic vocabulary is generally used appropriately. Range of vocabulary is generally sufficient to deal with the task. Spelling of common words fairly accurate. Errors do not significantly hinder communication.			Vocabulary is appropriate to the task and used effectively overall. Quite a wide range of vocabulary. Little or no repetition. Spelling mostly accurate. Mistakes mainly due to ambitious use of language.	
GRAMMATICAL STRUCTURES Control (accuracy) Range Punctuation	Very little control of grammatical structures. Note: There may be the occasional correct phrase or short sentence pre-learned or 'lifted' from the prompt. Many basic errors and inaccuracies which often impede communication. Very limited range of structures. Essentially no control of punctuation.	Simple structures are mostly used correctly. Grammatical errors occur but do not significantly hinder communication. Limited range of structures. Occasionally faulty or missing punctuation.			Frequently encountered structures are used correctly. Grammatical mistakes mainly due to ambitious use of language and do not hinder communication. More complex or varied structures attempted. Basic punctuation used correctly.	

Note: If candidates write too few words, their result needs to be adapted proportionately. Candidates who write fewer than 80 words may not be awarded more than a band 2 in all categories.

ASSESSMENT SHEET WITH ANSWER KEYS AND CONVERSION TABLES

PUPIL'S NAME: _____

FINAL MARK ___ / 60

Listening paper			
	Task / item	Answer	Pupil's answer ¹
1.	1.1	C	
2.	1.2	B	
3.	1.3	C	
4.	1.4	D	
5.	1.5	D	
6.	1.6.1	butter	
7.	1.6.2	milk	
8.	1.6.3	sugar	
9.	2.1	F	
10.	2.2	A	
11.	2.3	C	
12.	2.4	B	
13.	3.1	A	
14.	3.2	B	
15.	3.3	B	
16.	3.4	C	
17.	3.5	A	
18.	3.6	A	
19.	3.7	C	
20.	3.8	B	
21.	4.1	2, two	
22.	4.2	double room	
23.	4.3	13/06, 13 June, 13 th June	
24.	4.4	midnight, twelve at night, 00:00	
25.	4.5	15/06, 15 June, 15 th June	
26.	4.6	4, four	
27.	4.7	park view	
28.	4.8	no	
29.	4.9	credit card	
30.	4.10	07956427614	
Total number of correct items (I)			___ / 30
Final mark for listening (M)			___ / 20

Reading paper			
	Task / item	Answer	Pupil's answer
1.	1.1	F	
2.	1.2	H	
3.	1.3	B	
4.	1.4	G	
5.	1.5	A	
6.	1.6	J	
7.	1.7	E	
8.	2.1	I	
9.	2.2	J	
10.	2.3	G	
11.	2.4	A	
12.	2.5	K	
13.	2.6	F	
14.	2.7	C	
15.	3.1	B	
16.	3.2	C	
17.	3.3	A	
18.	3.4	B	
19.	3.5	C	
20.	3.6	B	
21.	3.7	B	
22.	3.8	A	
23.	4.1	A	
24.	4.2	B	
25.	4.3	C	
26.	4.4	A	
27.	4.5	A	
28.	4.6	B	
29.	4.7	C	
30.	4.8	C	
Total number of correct items (I)			___ / 30
Final mark for reading (M)			___ / 20

Conversion table for listening and reading

I	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
M	0		1			2				3			4			5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

¹ Put a tick for each correct answer and a slash (/) if the pupil did not provide an answer at all.

Writing

To assess the pupil's written production, please fill in the forms below.

WRITING TASK 1						
BAND	0	1	2	3	4	5
CONTENT						
LEXICAL STRUCTURES						
GRAMMATICAL STRUCTURES						
TOTAL BANDS						___ /15

WRITING TASK 2						
BAND	0	1	2	3	4	5
CONTENT						
ORGANISATION						
LEXICAL STRUCTURES						
GRAMMATICAL STRUCTURES						
TOTAL BANDS						___ /20

Conversion formula

(4X total bands for task 1)	+	(6X total bands for task 2)	=	mark / 20

	9			

(4X)	+	(6X)	=	___ / 20

	9					

SAMPLE WRITING TASKS MARKED BY THE TDE GROUP

For the test to reach some of its aims, it is important for the assessors to agree on the marking criteria and to apply them in a similar way. These criteria are laid out in the descriptors in the marking grids. However, written descriptors entail a degree of interpretation no matter how good and precise they are. To reach the kind of agreement that is desirable, the TDE group recommend standardisation sessions: this means that the assessors evaluate and mark a number of written productions together; they share and discuss their reflections / decisions and try to align their way of marking. The TDE group have done this exercise to try out their marking grids. We have marked written productions obtained in the test trials as a group and want to share our reflections and observations with you. Please note that in the final version of the test, the tasks have been slightly changed based on the insights gained from evaluating the trialling versions.

Writing task 1 - a postcard

Imagine you are on holiday and you are writing a postcard to your best friend at home.

Include the following information (in the order you like):

- where you are staying and how long;
- how you travelled there;
- what you are doing;
- what you did the last few days;
- if you are having fun.

Write 70-80 words. Write your answer on the next page

Writing Task 1 – sample 1

Pupils written production

Hey ,it's Emmanuelle, i'm having a lot fun here in Jamaica. I was fourteen hours lang in the plaine. I'm living in an appartment that I rented for two weeks. I have been shoping a lot! I love the fashion here, but i will leave but I will leave tomorrow. The last two days I walked around the city and I met many people. It has been a great and beautiful expirience.

Content

All of the elements have been addressed, but there are some lapses leading to ambiguity.

Lexical structures

The range of vocabulary used is quite wide and appropriate.

There are however quite frequent spelling mistakes even in fairly basic words (lang, plaine, shoping,...)

Grammatical structures

Overall the use of tenses is ambitious and the majority of grammatical structures are used correctly.

There are occasional slips in the use of prepositions and one instance of awkward sentence structure. These mistakes do not hinder communication.

Number of words 72

WRITING TASK 1						
BAND	0	1	2	3	4	5
CONTENT					✓	
LEXICAL STRUCTURES					✓	
GRAMMATICAL STRUCTURES					✓	

Total bands 12

Writing Task 1 – sample 2

Pupils written production

Hi Jil,

I am staying in the Uk for two weeks. I travelled by train and then I took the taxi for to drive to the hotel. I am visiting a lot of museums.

The last few days I do some shopping and I perhaps visit other city's. My holiday is great here, it's a very nice place for to have fun and for to do the shopping.

See you after my holidays

Lisa ☺

Content

All elements have been attempted, but there is some ambiguity concerning past and future activities (I perhaps visit other city's).

Hence, the reader has to make a slight effort to interpret the message.

The response is fully relevant.

Lexical structures

Even though the range of vocabulary used is sufficient to deal with the task, there is no evidence of lexis that goes beyond everyday use. (shopping, holidays)

The same structures are used throughout, which makes the response repetitive. (I ...)

Number of words 75

WRITING TASK 1						
BAND	0	1	2	3	4	5
CONTENT					✓	
LEXICAL STRUCTURES				✓		
GRAMMATICAL STRUCTURES				✓		

Total bands 10

Grammatical structures

The range of grammatical structures used is limited but mostly correct

Tense use is not fully consistent, which sometimes hinders communication (The last few days I do some shopping and I perhaps visit other city's).

Punctuation is generally correct.

Writing Task 1 – sample 3

Pupils written production

Hello best friend.
I'm in Portugal in my house near
to the beach. I'll stay here five months.
I'm with my Grand-mother and I
help you in the home work.
Now, I took time to write you a
Postcard. The last few days
were very difficult because I miss
you and my friend and my
family, but I have fun. I'll write you
again eaten.
Big Kiss, i love you.

Content

Some elements are missing and others are ambiguous due to a lack of linguistic control.

Consequently, the reader has to make a considerable effort to understand the message.

Lexical structures

Limited range and occasionally inaccurate use of vocabulary which makes it difficult to convey meaning unambiguously (homework / housework, ...again eaten).

Grammatical structures

A lot of simple structures are used incorrectly (i.e. tenses, pronoun 'you' in line 5, prepositions).

These mistakes impede communication at times.

Number of words 70

WRITING TASK 1						
BAND	0	1	2	3	4	5
CONTENT			✓			
LEXICAL STRUCTURES			✓			
GRAMMATICAL STRUCTURES			✓			

Total bands 6

Writing Task 1 – sample 4

Pupils written production

Hi Tim,
how are you? what are you doing? Im in
the beach and you what you did the
last few days? My mother says that
you have a job. Where you are
staying and how long? I hope not so
long. How you travelled there?
If you having fun you can sent me
photos. I hope you answer me.
Your Bestfriend. Goodbay I wait for yours fotos.

Number of words 68

WRITING TASK 1						
BAND	0	1	2	3	4	5
CONTENT		✓				
LEXICAL STRUCTURES		✓				
GRAMMATICAL STRUCTURES		✓				

Total bands 3

Content

The student seems to have misunderstood the purpose of the task.

Hence, little relevant information is conveyed.

Lexical structures

There is very little evidence of the pupil's own language production as the majority of structures are lifted from the prompts.

The few words the pupil produces contain basic mistakes (Goodbay / fotos).

Grammatical structures

There is very little evidence of the pupil's own language production as a majority of structures are lifted from the prompts.

In the isolated instances where the pupil tries to change the structure of the prompts, there is no control (e.g. interrogation).

Writing task 2 - my new neighbours

Last week, some people moved into the house next to yours.

Write an email to your Scottish penfriend. Tell him/her about your new neighbours. Include the following information in your email:

- your first impression of them;
- where they lived before and their reason(s) for moving;
- a description of something unusual they did;
- their future in your street.

Write 120-140 words. Write your email on the next page.

Writing Task 2 – sample 1

Pupils written production

Hi Paul,

I got new neighbours. Thursday I saw them for the first time and they seemed very nice. I spoke to them yesterday and they told me that they use to live in Canada. They moved because their five year old child didn't have any friends at school and the boys hit her. But I think they aren't telling the truth because today I got up at 5 am. and I saw them get into the car. That's strange because they can't just leave their child at home alone. So I went to their house and rang the bell, but I didn't hear anybody. Later in the day they told me that Lilly was with her grandmother. They also told me they wanted to have new friends, so I introduced them to some other neighbours.

Madeleine

Content

All elements have been attempted successfully without creating significant ambiguity.

Overall the production reads well.

Organisation

Both coordinating as well as subordinating devices are used successfully to link the piece into a whole.

Lexical structures

The range of vocabulary used is varied and ambitious and there are only minor spelling mistakes (used to live, five-year-old child),

Grammatical structures

A variety of complex grammatical structures are used successfully.

Number of words 137

WRITING TASK 2						
BAND	0	1	2	3	4	5
CONTENT						✓
ORGANISATION						✓
LEXICAL STRUCTURES						✓
GRAMMATICAL STRUCTURES						✓

Total bands 20

Writing Task 2 – sample 2

Pupils written production

Hello Magdalena, How are you?
 I'm afraid.
 Last week, some guys moved into the house next to me. It's Richard, Micael and Joel.
 David is very angry. They look like zombies, they are white and then they have black hair. Yesterday, when I was in the garden somone took at the door. It was Richard. He asked me if my elektricit is going I said: "of course", then I asked him where he lived before and he said in London. I was very intrressed so I asked: " why did you moved here?" He answered: " I have my reasons".
 It was very unsual. When David arrives he said: "Our neighbours make a lot of noises", I said: "This will be the future on our street" We laught together.
 I write you tomorrow.
 Kisses.

Number of words 134

Content

All of the elements are attempted but there are some inconsistencies and ambiguities concerning the neighbours' unusual behaviour and their future in the street.

Organisation

There is some attempt at chronological sequencing but not always successful.

This makes the text difficult to follow at times.

Lexical structures

Basic vocabulary is used correctly, spelling mistakes do not significantly hinder communication.

Isolated faulty expressions do however create confusion (e.g. someone took at the door).

Grammatical structures

Simple structures including direct speech are used correctly.

There are also attempts at using more advanced structures which are, however, not always successful (e.g. indirect speech).

WRITING TASK 2						
BAND	0	1	2	3	4	5
CONTENT				✓		
ORGANISATION				✓		
LEXICAL STRUCTURES				✓		
GRAMMATICAL STRUCTURES					✓	

Total bands 13

Writing Task 2 – sample 3

Pupils written production

Dear Helene,

for two weeks, I became new neighbours. My first impression of they was positive, because they're looking fine and their children came to me and they brought me a cook. They left before to Amsterdam and they come here for a reason that I don't know. A Monday afternoon the young couple weren't at home but the youngest children that they have was crying but it wasn't anybody there. It was strange. But all evening I the baby are crying, the music is loud and now.

This family is so strange and my impression of they is now negative. I hate my neighbours and I hope they are going from my street.

I write you next week. Bye!

Maryne.

Number of words 121

Content

Most elements are attempted but there are frequent lapses so that the reader has to make a considerable effort to understand the message.

Organisation

There are some unsuccessful attempts at linking the piece into a whole, which creates ambiguity and confusion.

Inappropriate overuse of 'but'.

Lexical structures

There are some basic mistakes that make communication difficult (i.e. became / got, cook / cookie / cake?).

Grammatical structures

Even though there are occasional correct phrases, overall there is very little control of basic grammatical structures.

WRITING TASK 2						
BAND	0	1	2	3	4	5
CONTENT			✓			
ORGANISATION			✓			
LEXICAL STRUCTURES			✓			
GRAMMATICAL STRUCTURES		✓				

Total bands 7

Writing Task 2 – sample 4

Pupils written production

Luxembourg, 19th April 2013

Moura da Silva Katia

24, rue D'Ettelbrück

L-7462 Mossdorf

Misses, Mister.

Hellow I'm Moura da Silva Katia. I'm your neighbours. This is a silence contruy. We have very farms. I have a park from yours Babys and you children.

children. At 5km you have a shopping center for watching clothes and eat. A school for you children at 10 km. At night you have

a Bus for go to the gare and you

arrived at left with the bus 403. All the

ours. The horairs of the bus is all the 1 ouers.

We have nice people hier.

Number of words **102**

Content

The response is completely irrelevant as the student seems to have misunderstood the task.

Organisation

There are only isolated phrases or words.

Lexical structures

There are many basic errors that make communication virtually impossible.

Grammatical structures

Virtually no understanding of grammatical structures.

WRITING TASK 2						
BAND	0	1	2	3	4	5
CONTENT		✓				
ORGANISATION		✓				
LEXICAL STRUCTURES		✓				
GRAMMATICAL STRUCTURES		✓				

Total bands **4**

