



Državni izpitni center



N 1 6 1 2 4 1 3 2



9.
razred

Torek, 10. maj 2016

NAVODILA ZA VREDNOTENJE

NACIONALNO PREVERJANJE ZNANJA
v 9. razredu

POPRAVLJENA MODERIRANA RAZLIČICA

UVODNA NAVODILA ZA VREDNOTENJE







Upoštevamo samo odgovore v angleškem jeziku.

Če je učenec pravičen odgovor označil drugače kot predvideno, a jasno (npr. križec namesto kljukice), ga upoštevamo.

Če je učenec v prostoru za odgovor napisal ali označil več odgovorov (npr. več črk ali več kljukic v polja razpredelnice), odgovora ne upoštevamo.

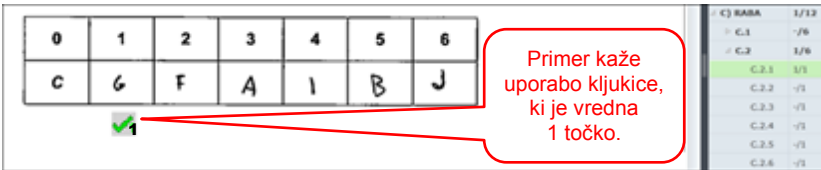
Popravni znaki

Odgovore učencev ovrednotimo s pomočjo popravnih znakov, ki nosijo točno določeno točkovno vrednost. Ob dodelitvi popravnega znaka program za elektronsko vrednotenje samodejno zabeleži ustrezno število točk.

Popravni znak	Pomen	Vrednost	Opozorilo
	pravilno	1 točka	
	pravilno	2 točki	Samo pri pisnem sporočanju
	pravilno	3 točke	Samo pri pisnem sporočanju
	pravilno	4 točke	Samo pri pisnem sporočanju
	napačno (tudi neustrezno, navedenih/označenih več odgovorov)	0 točk	Tudi pri pisnem sporočanju, kadar pri posameznem kriteriju (npr. slovnica) dodelimo 0 točk.
	nejasno, nečitljivo	0 točk	

✓ pravičen odgovor z ustreznim številom točk

Vsakemu pravilnemu odgovoru dodelimo **eno** kljukico z ustreznim številom točk.



Primer kaže uporabo kljukice, ki je vredna 1 točko.

Ob dodelitvi kljukice program pri izbrani postavki samodejno zabeleži 1 točko.

Pozor: pri nalogah, kjer je vidnih več postavk hkrati, dodelimo popravni znak pri vsaki postavki posebej. Po postavkah se premikamo na desni strani zaslona, kjer je okno za prikaz točk (glej sliko zgoraj).

X nepravilen odgovor

Vsakemu nepravilnemu odgovoru dodelimo znak X. Ta znak se uporablja tudi za 0 točk pri pisnem sporočanju.

B) BRALNO	0/13
B.1.1	0/1
B.1.2	-/1
B.1.3	-/1
B.1.4	-/1
B.1.5	-/1
B.1.6	-/1
B.1.7	-/1

Primer kaže uporabo križca, ki je vreden 0 točk.

Ob dodelitvi križca program pri izbrani postavki samodejno zabeleži 0 točk.

? neberljiv/nerazločen/nejasen zapis odgovora

Vsakemu neberljivemu odgovoru dodelimo znak ?.

Ni odgovora

Če odgovora ni (prostor za odgovor je popolnoma prazen), kliknemo gumb "Ni odgovora" v oknu za prikaz točk.

Popravna znaka v tem primeru ne dodelimo.

Naloga	Točke
A) SLOVNO	-/12
B) BRALNO	-/13
C) RABA	0/12
C.1	0/6
C.1.1	0/1
C.1.2	0/1
C.1.3	0/1
C.1.4	N/1
C.1.5	-/1
C.1.6	-/1
C.2	-/6
D) PISNO	-/13
C.1 (C.1.4)	
N / 1	

Primer uporabe gumba "Ni odgovora".

Ob kliku na gumb "Ni odgovora" program pri izbrani postavki samodejno zabeleži "N".

Vrednotenje pisnega sporočanja

Pri pisnem sporočanju ob razpredelnico pod pisnim sestavkom dodelimo ustrezno popravno znamenje za vsak kriterij. Če učenec pri posameznem kriteriju ni dosegel vseh možnih točk, je potrebno dodati komentar s kratko utemeljitvijo. Pripomoček za dodajanje komentarjev najdemo v orodni vrstici.



= znak za komentar

Kriterij	Točke	Status
Vsebina:	4 točke	✓
Besedišče:	4 točke	✓
Slovnica:	3 točke	✓
Zgradba besedila:	2 točki	✓

D) PISNO	11/13
D.	11/13
D.Vsebina	4/4
D.Besedišče	3/4
D.Slovnica	2/3
D.Zgradba	2/2
D. (D.Besedišče)	
3 / 4	

Primer dodajanja komentarjev.

Ob izbiri kriterija najprej dodelimo popravni znak z ustreznim številom točk.

Če učenec pri izbranem kriteriju ni dosegel vseh možnih točk, dodamo še komentar.

Pri vrednotenju je lahko v pomoč tudi pripomoček za barvno označevanje. Učenec pri vpogledu vidi vse popravne znake, komentarje in druge oznake.



= pripomoček za barvno označevanje

A) SLUŠNO RAZUMEVANJE

1. naloga: GRIFFIN GOES TO SCHOOL

- 0 More than 30 years ago, some animal researchers were teaching apes to use sign language. But the scientist Irene Pepperberg thought, "Why not study animals that can talk?" She bought an African grey parrot and named him Alex. Even with his tiny brain, only the size of a shelled walnut, Alex showed that he could understand numbers, colours, shapes, the names of objects, and more. He could ask for what he wanted and even solve problems.
- 1 Alex died in 2007, but the work he started goes on. Now the star at Pepperberg's lab is a young parrot named Griffin. Some of the scientists took Griffin to visit a nursery school in Boston. The parrot and the children had a contest to see who could answer more questions correctly.
- 2 The contest had three parts. First the children and the parrot had to say what things were made of. The trainer held up a rock and Griffin said, "Rrrock!" The teacher held up a rock and a three-year-old boy said, "Tomato!" One point for Griffin!
- 3 Part two was colours. All the children easily named "orange". When the trainer showed an orange square, Griffin squawked, "Corner!" The answer was wrong. But it wasn't as silly as it sounds. Griffin was taught to tell shapes by the number of corners they have. So, instead of "triangle", he says "three-corner". Griffin's answer was wrong because he didn't name the colour. Now Griffin and the children were tied.
- 4 The third part was shapes. Griffin correctly identified a six-corner – hexagon – and a two-corner, a pointy-ended lemon shape. One boy thought the hexagon had four corners. Another boy looked at the lemon shape and counted all the way to 17! He didn't know that he should only count each end once. Griffin won!
- 5 This contest was just for fun. To be good science, the experiment would have to be done over and over and over again. But on this day, Griffin did about as well as a three-and-a-half-year-old child.
- 6 Although he didn't answer all the questions perfectly, the parrot was very clear about one thing. Asked, "What do you want?" Griffin replied, "Nut!"

(Prirejeno po: Ask, december 2013.)

Vpr.	Točke	Odgovor	Dodatna navodila
1	1	♦ C	
2	1	♦ E	
3	1	♦ I	
4	1	♦ D	
5	1	♦ A	
6	1	♦ B	
Skupaj	6		

2. naloga: YOUNG CHAMPIONS

Today the 2018 Winter Olympics may still seem very far away, but our athletes are already pushing themselves to get into Olympic teams. Among them are also four teenagers, aged 14 and 15. Although very young they are champions and have already won several medals. They all started training at a very early age. Megan, for example, started skiing at the age of 2½.

The young athletes are very busy, balancing their families, school, training and competitions. Daniel and Rebecca say that they don't have much time for their friends, but they don't really mind it. Daniel loves figure skating and going to the school of performing arts. In fact, other members of his family skated competitively too. Rebecca is snowboarding in winter and sometimes misses school for a whole week. But she can catch up with her homework on the internet. On the other hand, life became easier for the slalom champion, Megan, when she changed school. Here at boarding school she has lessons in the summer while other kids enjoy their holidays at the seaside.

If you want to be the best your records must be the best. Although very scared, Brian decided to have a go and at the age of six, he made his first ski jump. This summer he beat his own record. He says that competitions never stop. In the summer, when there is no snow, they jump off artificial hills and land on a kind of carpet.

Winter sports are not the only thing in their lives. Brian plans to become an architect if he doesn't make the team and Megan also likes horse riding and began training five years ago.

Besides training Daniel also helps a choreographer to choose music and designs his outfits with a dressmaker. The look of a figure skater is also very important for him but for Megan this is not the case. What she needs are high quality ski suits and a light, comfortable helmet.

When competing in foreign countries athletes can become homesick. Daniel and Megan miss their family the most, while Brian cannot stop thinking about his girlfriend. Rebecca misses family and friends and points out that it is good to know that they all support you.

(Prirejeno po: *Discovery Box*, marec 2014.)

Vpr.	Točke	Odgovor				Dodatna navodila
		Rebecca	Daniel	Brian	Megan	
1	1		✓			
2	1	✓				
3	1				✓	
4	1			✓		
5	1		✓			
6	1			✓		
Skupaj	6					

B) BRALNO RAZUMEVANJE**1. naloga: DEVON AND THE ROBOT**

Odgovor je pravilen, če:

- vsebuje do 5 besed, je vsebinsko ustrezen,
- je zapisan s pravopisnimi in slovničnimi napakami, ki ne vplivajo na razumevanje.

Vpr.	Točke	Odgovor	Še sprejemljivi odgovori	Napačno:
1	1	eden od: ♦ with jokes and riddles ♦ with jokes ♦ with riddles	Vsi pomensko ustrezni odgovori, ki niso daljši od 5 besed (npr. by joking)	♦ Through/by/with the robot. ♦ With new technology.
2	1	♦ (little) go-kart/go-cart.		♦ To himself. ♦ Person. ♦ His assistant.
3	1	eden od: ♦ has no arms ♦ can't open the doors	♦ doesn't have hands	♦ It has wheels. ♦ Can't move everywhere. ♦ It is operated by Devin's computer.
4	1	eden od: ♦ Gym(classes/activities) ♦ sports ♦ P.E./physical education/exercises	♦ physical class	♦ Games.
5	1	♦ Activates/turns on a red light	♦ Put a red light on. ♦ Click the red light. ♦ He lights up the light. ♦ The red light turns on.	♦ Presses the red button. ♦ Active red light from the computer. ♦ The red light lights up. ♦ He activates his light. ♦ I activate red light.
6	1	♦ C		
Skupaj	6			

2. naloga: HAIRSTYLES IN HISTORY

Vpr.	Točke	Odgovor	Dodatna navodila
1	1	♦ Egypt	Pravopisnih napak ne upoštevamo. Če učenec zapiše več držav, je odgovor napačen.
2	1	♦ Greece	
3	1	♦ North America	
4	1	♦ Japan	
5	1	♦ France	
6	1	♦ Venice	
7	1	♦ Rome	
Skupaj	7		

C) RABA JEZIKA**1. naloga: MAHATMA GANDHI**

Odgovor **NI PRAVILEN**, če je zapisan s pravopisnimi napakami.

Vpr.	Točke	Odgovor	Še sprejemljivi odgovori	Napačno:
1	1	♦ as	♦ in the role of ♦ for	♦ like ♦ at
2	1	♦ were forced		
3	1	♦ peacefully		Če je več kot ena beseda, npr.: go to a peaceful
4	1	♦ feet		
5	1	♦ didn't like / did not like		
6	1	♦ in	♦ in a ♦ with his ♦ about ♦ was that ♦ was ♦ was a	♦ in the ♦ that ♦ as well as ♦ likewise ♦ in addition to ♦ and ♦ for ♦ of ♦ with
Skupaj	6			

2. naloga: FUN FACTS

Odgovor **NI PRAVILEN**, če je zapisan s pravopisnimi napakami.

Vpr.	Točke	Odgovor	Še sprejemljivi odgovori	Napačno:
1	1	♦ cook		
2	1	♦ round		
3	1	♦ usually		
4	1	♦ destroy		
5	1	♦ stand		♦ sleep ♦ slide
6	1	eden od: ♦ spacesuit ♦ spacewear	♦ supersuit	♦ skafander/scafander ♦ silicones ♦ scientist ♦ spacegear ♦ solarsuit ♦ sportsuit
Skupaj	6			

D) PISNO SPOROČANJE

Kriteriji in opisniki za vrednotenje naloge pisnega sporočanja:

Vsebina

Točke	Kriteriji
4	Besedilo popolnoma ustreza zahtevam naloge. Vse iztočnice so dobro razvite. Besedilo vsebuje pojasnilo in utemeljevanje.
3	Besedilo popolnoma ustreza zahtevam naloge, čeprav bi se dalo iztočnice bolj razviti. Vsebina je primerna in vsebuje vse zahtevane iztočnice.
2	Besedilo ustreza zahtevam naloge, vendar so nekatere iztočnice pomanjkljivo razvite ali pa ena od iztočnic manjka. Vsebina je večinoma primerna, vendar je napisana preprosto.
1	Besedilo delno ustreza zahtevam naloge. Iztočnice so le omenjene ali pa besedilo vsebuje le eno razvito iztočnico. Vsebina je zato pomanjkljiva in nejasna.
0	Besedilo ne ustreza zahtevam naloge. Nobena iztočnica ni razvita ali pa sta ena ali dve samo omenjeni.

Primer za dobro razvito 1. iztočnico¹:

Hello, my name is Karin and I'm 15 years old. I go to primary school and I noticed that my school mates and most of the teenagers around the world aren't as concerned about the environment as me. I started noticing how we are treating this planet and I am very worried. I think every teenager could help saving this planet.

OPOMBA: Če se učenec predstavi samo z imenom in priimkom, prva iztočnica ni dobro razvita.
Če se učenec predstavi z izmišljeno identiteto, je vsebinsko sprejemljivo.

Primer za dobro razvito 2. iztočnico:

I have some ideas how we could help our planet. First, every one of us should drive with his car only if it is necessary. We should use our bikes and public transport. Second, we must recycle our waste if we don't want to live on a planet full of garbage. Put paper, plastic, glass in the right container. Third, we must boycott companies like Ferrero because they destroy our environment. For example: Ferrero is destroying forests just to get palm oil that they need for their Nutella.

Primer za dobro razvito 3. iztočnico:

If we in the future don't take care of our planet, the environment will get more and more polluted and there will be no fresh air, no more clean water and the percentage of forests will get smaller. So we should take care of our planet more.

Besedišče

Točke	Kriteriji
4	Besedišče je bogato, pravilno rabljeno in ustreza zahtevam naloge. Napake v zapisu besed ² se pojavljajo samo izjemoma.
3	Besedišče je pravilno rabljeno, ustreza zahtevam naloge in ni ponavljajoče. Nekaj povedi vsebuje napake v zapisu besed, ki ne ovirajo razumevanja besedila.
2	Besedišče je pravilno rabljeno, ustreza zahtevam naloge, je osnovno in/ali ponavljajoče. Pojavljajo se napake v zapisu besed, ki lahko delno ovirajo razumevanje besedila.
1	Besedišče je delno pravilno rabljeno in delno ustreza zahtevam naloge, je skromno in/ali ponavljajoče. Mnoge povedi vsebujejo napake v zapisu besed, ki ovirajo razumevanje besedila.
0	Besedišče ni pravilno rabljeno, ne ustreza zahtevam naloge in/ali je preskromno za vrednotenje. Skoraj vse povedi vsebujejo napake v zapisu besed, pri številnih besedah pomen zato ni jasen.

¹ Primeri iztočnic so vzeti iz treh različnih pisnih sestavkov učencev.

² Napake v zapisu besed vrednotimo glede na dolžino besedila.

Slovnica

Točke	Kriteriji
3	Besedilo vsebuje pravilno rabljene osnovne slovnične strukture ³ ter več raznolikih slovničnih struktur ⁴ , ki so večinoma pravilno in ustrezno rabljene.
2	Besedilo vsebuje pravilno rabljene osnovne slovnične strukture in nekaj raznolikih slovničnih struktur, ki so večinoma pravilno in ustrezno rabljene.
1	Besedilo vsebuje nekaj slovničnih struktur. Tudi osnovne slovnične strukture so občasno nepravilne in neustrezno rabljene.
0	Besedilo ne vsebuje raznolikih slovničnih struktur. Slovnične strukture so večinoma nepravilne in neustrezno rabljene.

Zgradba besedila

Točke	Kriteriji
2	Besedilo je koherentno. Misli so jasno izražene in si sledijo v logičnem sosledju. Deli besedila so dobro povezani na ravni povedi in na ravni celotnega sestavka. Napak v rabi ločil (velika začetnica, končna ločila) ni.
1	Besedilo je pretežno koherentno. Misli so občasno nejasno izražene oziroma si ne sledijo v logičnem sosledju. Deli besedila na ravni povedi in na ravni celotnega sestavka niso vedno dobro povezani. Napake v rabi ločil (velika začetnica, končna ločila) so prisotne.
0	Besedilo ni koherentno. Misli so nejasno izražene in si ne sledijo v logičnem sosledju. Deli besedila na ravni povedi in na ravni celotnega sestavka med seboj niso povezani. Napake v rabi ločil (velika začetnica, končna ločila) so pogoste.

Če besedila ni, se sestavek vrednoti z Ni odgovora.

Če besedilo vsebuje manj kot 100 besed, se vrednoti po danih kriterijih.

Če je besedilo vsebinsko neustrezno, se sestavek v celoti ovrednoti z 0 točkami. Označimo z znakom x in dodamo komentar.

Če učenec za vsebino dobi 1 točko, se besedišče in slovnica ovrednotita z največ 2 točkama, zgradba besedila pa se ovrednoti z največ 1 točko.

Ponavljajoče se pravopisne in slovnične napake se pri vrednotenju upoštevajo samo enkrat.

Skupno število točk: 50

³ Npr. ujemanje zaimka in glagola, izpuščanje osebka, raba glagolov *be* in *have*, osebni in svojilni zaimki, ednina/množina, *there is/there are*, besedni red (npr. pridevnik pred samostalnikom, zaporedje osebka in povedka), predlogi, veznika *and* in *or*, naklonska glagola *can* in *must*, saški rodilnik.

⁴ Npr. slovnični časi, stopnjevanje pridevnikov, podredja (npr. *if- in when-stavki*), trpnik, zahtevnejši naklonski izrazi (npr. *should, will be able to, be allowed to*), prislovi.