



Državni izpitni center



**9.**  
razred



**Ponedeljek, 11. maj 2015**

**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.

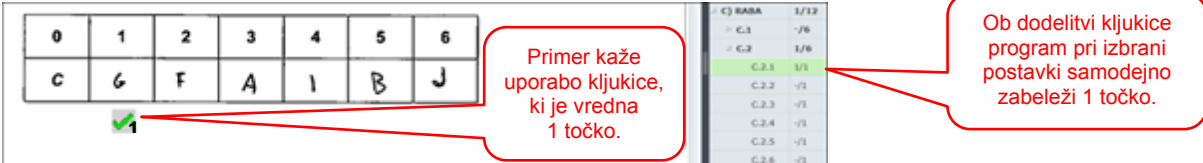
### Popravni znaki

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.

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	
Ni odgovora	Razveljavi

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

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	
Ni odgovora	Razveljavi

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: FOOD PYRAMID

Radio presenter: "The National Health Institute in London has just carried out a survey about the new food guide pyramid. Our guests today are Joshua, a researcher at the Institute, and Jessica, who is one of the kids involved in Joshua's survey.

Let's listen to what they can tell us about the survey. Joshua, what can you tell our listeners about the New Food Guide Pyramid?"

Joshua: "The votes are in – kids like the new food guide pyramid. About 500 kids participated in our survey. Except for still being a triangle, the new pyramid isn't much like the old one. The old one was made up of different-sized blocks that stood for the different food groups. The new model has splashy, vertical stripes and a staircase running up one side to show the importance of exercise. One kid said it looked like "a pie graph – only triangular."

Jessica: "I love the new pyramid, especially the staircase. The new model is easier to understand. I think it's trying to say: stay healthy and be on top of the world!"

Joshua: "Other kids said the new pyramid rocks because it's more colourful. Five stripes stand for the five food groups. The sixth stripe stands for oils."

Jessica: I think that the new pyramid's colours were trying to send this message – you have to eat all the different food groups to have a healthy body, just like how you need all the colours to make a 'healthy' rainbow."

Joshua: "Other kids said the new pyramid is better because it's more specific. For instance, the different widths of each colour band give people an idea of how much they need. And the bands get thinner at the top, to show that, in every food group, some foods are healthier than others. Of course, you should eat more of the healthy ones. With grains, for instance, a slice of whole-wheat toast is more nutritious than a doughnut, so the wheat bread would be in the wide part and the doughnut in the narrow top."

Radio presenter: "Thank you very much for being our guests today. I think that we are more aware now of how important it is to eat healthy food."

(Prirejeno po: [www.kidshealth.org](http://www.kidshealth.org))

Vpr.	Točke	Odgovor		Dodatna navodila
		T	F	
1	1	✓		Odgovor je pravilen tudi, če je učenec namesto kljukic vpisal črko T ali F na ustrezno mesto.
2	1	✓		
3	1	✓		
4	1		✓	
5	1		✓	
6	1		✓	
<b>Skupaj</b>	<b>6</b>			

## 2. naloga: ASK US ANYTHING

**Have a question and don't know who to ask? Jenny and Steve are here for you.**

Jenny: Hi, I'm Jenny.

Steve: And I'm Steve.

### Here's a letter from Pete about A NAUGHTY SCOUT.

*A scout in my troop doesn't listen to our leader or the rest of us on camp-out or anywhere else. For example, when we're putting our tents up, he goes fishing. He thinks he is something special because his aunt helps our leader with lessons, so this naughty scout doesn't get in trouble. What should I do?*

Steve: This guy is getting a bit of a free pass. But instead of giving him a hard time, figure out which scout is closest to him, and have that scout ask him why he's not going along with the rest of you. A little straight talk could bring him to his senses.

Jenny: His attitude is very annoying, but don't let it ruin your good time and definitely don't follow his example. Someday he'll regret not being a team player – like when he doesn't get the part in the school play because he doesn't learn his lines. So, just leave him alone.

### Our next question is from David who is LEFT WITHOUT A FRIEND.

*My best friend in the whole world is moving. What should I do?*

Jenny: Remember that your best bud is moving, not falling off the face of the planet. When I was in school, my best friend moved to another state. I was devastated, but we wrote letters and stayed close for years. Nowadays you can call during the hours when your cell phone allows free long-distance calls; e-mail at least once a week; and take photos at your next big school event and post them on a photo-sharing site like Shutterfly.com.

Steve: My father is a military man, so I moved about every three years while growing up. It was a real pain making new friends all the time, but it taught me a valuable lesson: People come and go, and you have to learn to roll with it. On the other hand, you can make new friends all the time.

### Our sisters and brothers are our joy and sorrow. Tim often finds himself IN THE SHADOW.

*My brother, who is almost two years older than me, overshadows me completely. He's taller, stronger, faster and smarter. He's popular with everyone. Nobody knows who I am except as his younger brother. He doesn't mean to block me the way he does, but asking him to stop is simply out of the question. What am I going to do?*

Jenny: Obviously he's taller, faster and smarter than you – he's two years older. Simply ask him to help you get better at sports, meeting girls, whatever. My sister is two years younger than I am, and I've always loved teaching her new things. And, as you grow older, it's only a matter of time before you'll be teaching your brother a thing or two.

Steve: When I was younger, I felt the same way about my older sister. She was smart, pretty and could play just about any musical instrument. So I started to develop other abilities – like football – and eventually slipped out of her shadow. Find out about the talents you have, develop those, and be your own person.

**Dear listeners, if you have a question for Jenny and Steve, write to us to ASK US ANYTHING.**

(Prirejeno po: *Boys' Life*, januar/februar 2007, april 2008)

Vpr.	Točke	Odgovor			Dodatna navodila
		JENNY	STEVE	BOTH	
1	1			✓	
2	1	✓			
3	1		✓		
4	1			✓	
5	1	✓			
6	1		✓		
<b>Skupaj</b>	<b>6</b>				

**B) BRALNO RAZUMEVANJE****1. naloga: QUEEN ELIZABETH I**

<b>Vpr.</b>	<b>Točke</b>	<b>Pravilni odgovor</b>	<b>Še sprejemljiv odgovor</b>	<b>Napačni/pomanjkljivi odgovor</b>
1	1	<ul style="list-style-type: none"> <li>♦ Her father's.</li> <li>♦ King Henry VIII (wish).</li> <li>♦ Elizabeth's father's wish.</li> <li>♦ Her father Henry.</li> <li>♦ Her dad's (wish).</li> <li>♦ Of her father.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Her father. (brez apostrofa)</li> <li>♦ Father's.</li> <li>♦ Her father(s) king Henry VIII.</li> <li>♦ Henry.</li> <li>♦ King Henry.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Her fathers.</li> <li>♦ Private teacher.</li> <li>♦ Henry VII.</li> <li>♦ Parliament.</li> </ul>
2	1	<ul style="list-style-type: none"> <li>♦ Carefully.</li> </ul>	<p>Če so naštete vse tri značilnosti:</p> <ul style="list-style-type: none"> <li>♦ By (their) honesty, loyalty, experience.</li> <li>♦ If honest, loyal and experienced.</li> <li>♦ Loyal, honest and experienced (ones).</li> </ul>	<ul style="list-style-type: none"> <li>♦ They were loyal.</li> <li>♦ She chose them.</li> <li>♦ By their abilities.</li> <li>♦ By honesty.</li> <li>♦ By loyalty.</li> <li>♦ By experience.</li> </ul>
3	1	<ul style="list-style-type: none"> <li>♦ (Because of) smallpox/ illness/disease.</li> <li>♦ Because she caught/had small pox.</li> <li>♦ Because she was. (dangerously) ill/sick.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Because smallpox caught her.</li> </ul>	
4	1	<ul style="list-style-type: none"> <li>♦ To have/get an heir.</li> <li>♦ They wanted an heir.</li> <li>♦ Because of an heir.</li> <li>♦ An heir was important.</li> </ul>	<ul style="list-style-type: none"> <li>♦ To keep/have the Tudor throne.</li> <li>♦ Because of the throne.</li> <li>♦ She needed an heir.</li> <li>♦ Important to Tudor throne.</li> <li>♦ (Heir to the) Tudor throne.</li> <li>♦ Tudors needed throne.</li> </ul>	<ul style="list-style-type: none"> <li>♦ It was important.</li> <li>♦ He wanted heir Tudor throne.</li> <li>♦ Because they wanted a king.</li> <li>♦ He needed Tudor King.</li> <li>♦ She wanted an ancestor.</li> </ul>
5	1	<ul style="list-style-type: none"> <li>♦ She wore a (red) wig.</li> <li>♦ She wore wigs.</li> <li>♦ With a red wig.</li> <li>♦ Wig.</li> </ul>		<ul style="list-style-type: none"> <li>♦ Make up and wig.</li> </ul>
6	1	<ul style="list-style-type: none"> <li>♦ Not so/very often.</li> <li>♦ Rarely.</li> <li>♦ Less than once a month.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Not as often as/like she/ Elizabeth.</li> <li>♦ They didn't wash themselves often.</li> <li>♦ Didn't wash themselves so often.</li> <li>♦ Every few months.</li> <li>♦ Almost never.</li> <li>♦ (Very) seldom.</li> <li>♦ Very rare.</li> <li>♦ Once a month or less.</li> <li>♦ On two months or more.</li> <li>♦ Don't so often.</li> </ul>	<ul style="list-style-type: none"> <li>♦ They didn't.</li> <li>♦ Once a month.</li> <li>♦ Little.</li> </ul>
<b>Skupaj</b>	<b>6</b>			

Navodilo za vrednotenje:

Odgovor JE pravilen, če je:

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

Odgovor NI pravilen, če poleg pravilnega odgovora vsebuje še dodatne informacije, ki niso ustrezne (npr. make up and wig). Za odgovor, ki je sicer vsebinsko ustrezen, a vsebuje VEČ KOT PET BESED, dodelimo 0 točk.

## 2. naloga: BORN TO BE TALL

Vpr.	Točke	Odgovor	Dodatna navodila
1	1	♦ I	
2	1	♦ G	
3	1	♦ E	
4	1	♦ B	
5	1	♦ F	
6	1	♦ J	
7	1	♦ C	
<b>Skupaj</b>	<b>7</b>		

## C) RABA JEZIKA

### 1. naloga: EIFFEL TOWER

Vpr.	Točke	Odgovor	Dodatna navodila
1	1	♦ I	
2	1	♦ C	
3	1	♦ G	
4	1	♦ H	
5	1	♦ D	
<b>Skupaj</b>	<b>5</b>		

V primeru, da je učenec odgovore vpisoval neposredno v besedilo, se jih ovrednoti.

### 2. naloga: THE SUN, OUR STAR

Vpr.	Točke	Odgovor	Dodatna navodila
1	1	♦ D	
2	1	♦ D	
3	1	♦ C	
4	1	♦ A	
5	1	♦ C	
6	1	♦ B	
7	1	♦ B	
<b>Skupaj</b>	<b>7</b>		

V primeru, da je učenec odgovore vpisoval neposredno v besedilo, se jih ovrednoti.

Če je učenec obkrožil številko namesto črke, se odgovor šteje kot N (ni odgovora).

## 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. iztočnico:

My name is Saša Novak. I'm hardworking and ambitious. I have participated in many English contests and in English reading badge. I have good grades, I love sport and I also like to draw. I drew a lot of scenes for charity concerts and shows at my elementary school. I'm a fast learner and I'm good at languages.

#### Primer za dobro razvito 2. iztočnico:

I would like to apply to your international school, because I love English and I am good at it. I like meeting people from other countries, learning new things and I also want to learn more about Ljubljana. I would like to go to your school because it's the closest to where I live and how I see it, certainly the best.

#### Primer za dobro razvito 3. iztočnico:

Now I would like to ask you a few questions about your school:  
 What kind of activities do you have besides your regular school plan?  
 Do you have your school cafeteria?  
 How long are the lessons?  
 Do you have free WI-FI in your school?  
 Thank you very much for taking your time.

#### Besedišče

Točke	Kriteriji
4	Besedišče je bogato, pravilno rabljeno in ustreza zahtevam naloge. Napake v zapisu besed <sup>1</sup> 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.

<sup>1</sup> Napake v zapisu besed vrednotimo glede na dolžino besedila.



## Slovnica

Točke	Kriteriji
3	Besedilo vsebuje pravilno rabljene osnovne slovnične strukture <sup>2</sup> ter več raznolikih slovničnih struktur <sup>3</sup> , 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 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**

<sup>2</sup> 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.

<sup>3</sup> 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.