

## ESKE

### Grille d'évaluation 7-9 ans d'expérience scolaire

## ANGLAIS

Nom: \_\_\_\_\_

Langue: \_\_\_\_\_


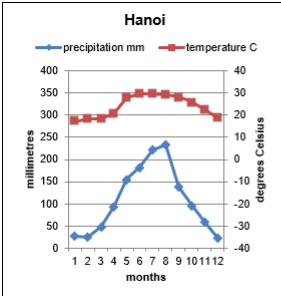
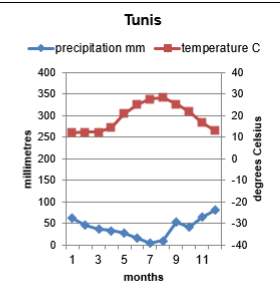
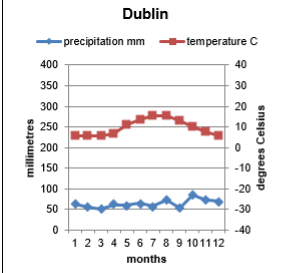
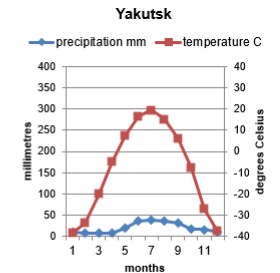
Établissement scolaire: \_\_\_\_\_

Date: \_\_\_\_\_

#### Synthèse des résultats

Cochez ici l'appréciation de chaque tâche. Si l'élève a résolu correctement au moins la moitié de la tâche, c'est-à-dire largement atteint à complètement atteint, on peut considérer cela comme une indication d'une expérience scolaire correspondante.

Tâche	Niveaux de compétence (Lehrplan 21)	Complètement atteint (Juste)	Largement atteint	Faiblement atteint	Non atteint (Faux)
1	Compréhension de l'écrit: D.2.B.1.h.2; D.2.B.1.h.5.				
2	Compréhension de l'écrit: D.2.B.1.g.1. Production de l'oral: D.3.B.1.h.3.				
3	Compréhension de l'écrit: D.2.B.1.g.1; D.2.B.1.h.1; D.2.B.1.h.3.				
4	Compréhension de l'écrit: D.2.B.1.h.2. Production de l'oral: D.3.A.1.e.4.				
5	Compréhension de l'écrit: D.2.B.1.h.2; D.2.B.1.h.4.				
6	Compréhension de l'écrit: D.2.B.1.l.1. Production de l'oral: D.3.A.1.e.4.				
7	Compréhension de l'écrit: D.2.B.1.g.1; D.2.B.1.h.1; D.2.B.1.h.3.				
8	Production de l'écrit: D.4.A.1.i.1; D.4.A.1.i.2; D.4.D.1.e.3; D.4.D.1.f.1.				
<b>Total</b>					

Tâches	Appréciation
<p>1. Read the passage and answer the questions.</p>  <p><b>Crisps (Potato chips)</b> Crisps (potato chips) are thin, fried potato slices...</p> <p>Why did the author write this passage?</p> <p><input checked="" type="checkbox"/> To inform the reader about the history of crisps (potato chips).</p> <p><input type="checkbox"/> To entertain the reader with a jolly tale.</p> <p><input type="checkbox"/> To show the reader how to make crisps (potato chips).</p> <p>Do we know who invented crisps (potato chips)?</p> <p><input type="checkbox"/> Yes, it was George Crum.</p> <p><input checked="" type="checkbox"/> No, it could have been different people.</p> <p><input type="checkbox"/> No, but we know where they were invented.</p> <p>We know when crisps (potato chips) were invented. True <input checked="" type="checkbox"/> False <input type="checkbox"/></p> <p>Crisps (potato chips) were first sold in Europe. True <input type="checkbox"/> False <input checked="" type="checkbox"/></p> <p>There are various reasons why people in the 20th century have been eating more and more crisps (potato chips). True <input checked="" type="checkbox"/> False <input type="checkbox"/></p>	<p><b>Traitement écrit: env. 3 minutes</b></p> <p><input type="checkbox"/> Complètement atteint (4-5 corrects)</p> <p><input type="checkbox"/> Largement atteint (3 corrects)</p> <p><input type="checkbox"/> Faiblement atteint (2 corrects)</p> <p><input type="checkbox"/> Non atteint (0-1 correct)</p> <p>Commentaire:</p>
<p>2. Below you will find a short passage and four climatic diagrams of four different cities. Read the text, look at the diagrams, and explain them verbally.</p> <p><b>Temperature and precipitation</b> In some parts of the world it rains a lot in summer...</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">  </div> <div style="width: 50%;">  </div> <div style="width: 50%;">  </div> <div style="width: 50%;">  </div> </div> <p><small>Figure 1. The climatic diagrams are composed of a precipitation and a temperature diagram put together. The precipitation is read to the left in millimetres, the temperature to the right in degrees Celsius. The graphs show average precipitation and temperature from January to December.</small></p>	<p><b>Traitement oral: env. 3 minutes</b></p> <p><input type="checkbox"/> Complètement atteint (Contenu résumé de manière précise et complète; explication différenciée des 4 diagrammes)</p> <p><input type="checkbox"/> Largement atteint (Contenu résumé avec précision ; explication approximative des 4 diagrammes.)</p> <p><input type="checkbox"/> Faiblement atteint (contenu partiellement résumé)</p> <p><input type="checkbox"/> Non atteint (aucun commentaire sur le texte)</p> <p>Commentaire:</p>

3. Questions for the passage  
"Temperature and Precipitation" (Task 2).

A. Based on the passage and the diagrams in Task 2, cross the correct city in the chart.

	Hanoi	Tunis	Dublin	Yakutsk
During the year the average temperature varies between 5 and 15 degrees Celsius.			X	
The city has the least rainfall in the summer and 20 degrees Celsius from May till October.		X		
The precipitation can fall as snow from October to April.				X

B. Look at the diagram of the city of Yakutsk from Task 2 and cross the correct statement for the weather in November in Yakutsk.

The weather in November in Yakutsk is...

About 0°C and about 20 mm precipitation.	<input type="checkbox"/>
Approx. -10°C and almost 50 mm precipitation.	<input type="checkbox"/>
Just below 10°C and about 60 mm precipitation.	<input type="checkbox"/>
Just over -30°C and about 15 mm precipitation.	<input checked="" type="checkbox"/>

C. In which cities do the amount of precipitation and temperature vary most, as shown in Task 2? Circle the correct city.

The amount of precipitation varies most in:

Hanoi	Tunis
Dublin	Yakutsk

The temperature varies most in:

Hanoi	Tunis
Dublin	Yakutsk

Traitement écrit: env.2 minutes

- Complètement atteint (5-6 corrects)
- Largement atteint (3-4 corrects)
- Faiblement atteint (2 corrects)
- Non atteint (0-1 correct)

Commentaire:

<p>4. Read through the two readers' letters and briefly explain them verbally.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Reader's Letter 1</p> <p><b>Give the children water instead of milk</b> Cow's milk in schools isn't natural.... ...give the schoolchildren water to quench their thirst.</p> <p>Herbert Müller Board of Vegetarian Food</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Reader's Letter 2: Answer to Herbert Müller</p> <p><b>Milk belongs to the lunch table</b> Herbert Muller doesn't want children to drink milk at school. My organisation and the United Nations have the opposite view...</p> <p>Susanne Pfister Representative of the organisation "Pro Farmer"</p> </div>	<p><b>Traitement oral: env. 4 minutes</b></p> <p><input type="checkbox"/> Complètement atteint (contenu résumé de manière précise et complète ; le type et la fonction du texte sont expliqués avec un soutien)</p> <p><input type="checkbox"/> Largement atteint (Contenu résumé avec précision)</p> <p><input type="checkbox"/> Faiblement atteint (Contenu partiellement résumé)</p> <p><input type="checkbox"/> Non atteint (aucun commentaire sur le texte)</p> <p>Commentaire:</p>
<p>5. On the basis of the two readers' letters in task 4, cross the correct statements.</p> <p>a) Why does Mrs. Pfister find it important that schoolchildren drink milk?</p> <p><input type="checkbox"/> Children eat more when they drink milk.</p> <p><input type="checkbox"/> Milk consumption prolongs life expectancy.</p> <p><input checked="" type="checkbox"/> Milk contains many nutrients.</p> <p>b) Why does Mr. Müller think that children should drink water instead of milk?</p> <p><input type="checkbox"/> Water is cheaper than milk.</p> <p><input checked="" type="checkbox"/> Water is better for the environment.</p> <p><input type="checkbox"/> Water quenches thirst better.</p> <p>c) What does research show according to the readers' letters?</p> <p><input checked="" type="checkbox"/> Milk consumption gives both positive and negative consequences.</p> <p><input type="checkbox"/> School meals contain enough nutrients without milk.</p> <p><input type="checkbox"/> Milk consumption gives stronger bones.</p> <p>d) Why does Mrs. Pfister write a letter to the editor?</p> <p><input checked="" type="checkbox"/> She wants to explain why she thinks that Mr. Mueller is wrong.</p> <p><input type="checkbox"/> She wants to explain that water is good for the environment.</p> <p><input type="checkbox"/> She does not want schoolchildren to eat too little.</p> <p>e) Mr. Müller argues that our life expectancy is lower when we drink a lot of milk.      True <input checked="" type="checkbox"/> False <input type="checkbox"/></p> <p>f) Mr. Müller and Mrs. Pfister point to the same research results in the two readers' letters.      True <input type="checkbox"/> False <input checked="" type="checkbox"/></p> <p>g) Scientists are in agreement on the effects of milk consumption.      True <input type="checkbox"/> False <input checked="" type="checkbox"/></p>	<p><b>Traitement écrit: env. 2 minutes</b></p> <p><input type="checkbox"/> Complètement atteint (6-7 réponses correctes)</p> <p><input type="checkbox"/> Largement atteint (4-5 réponses correctes)</p> <p><input type="checkbox"/> Faiblement atteint (3 réponses correctes)</p> <p><input type="checkbox"/> Non atteint (0-2 réponses correctes)</p> <p>Commentaire:</p>

<p>6. Which of the two readers' letters in Task 4 do you find more convincing? Explain why.</p>	<p><b>Traitement oral: env. 3 minutes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complètement atteint (a répondu à la question ; a amené ses propres idées dans la discussion et a soutenu sa propre opinion de manière convaincante avec des arguments.</li> <li><input type="checkbox"/> Largement atteint (a répondu à la question par une réponse courte et a formulé sa propre opinion)</li> <li><input type="checkbox"/> Faiblement atteint ( Réponse partielle à la question ; l'opinion personnelle n'est pas claire)</li> <li><input type="checkbox"/> Non atteint (pas de réponse)</li> </ul> <p>Commentaire</p>
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7. Look at the diagram and answer the questions.

Nico is 15 years old...

	Monday	Tuesday	Wednesday	Thursday	Friday
7.45-9.15	F2	F1	MAT	F2	F1
9.15-9.45	Break	Break	Break	Break	Break
9.45-11.15	MAT	GEO	SCI	SCI	HIS
11.15-12.00	MAT	GEO	LL	LL	LL
12.00-13.30	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break
13.30-15.00	F1	HIS	F1	LL	SPO
15.00-15.30	Break	Break		Break	Break
15.30-17.00	LL	SPO		MAT	MUS
17.00-18.00			Working		
18.00-19.00			Working		
19.00-20.00	Football		Working	Football	
20.00-21.00	Football		Working	Football	
21.00-22.00			Working		

Key

F1	1st Foreign Language (German)
F2	2nd Foreign Language (French)
GEO	Geography
HIS	History
MAT	Mathematics
MUS	Music
SCI	Science
LL	Language and literature
SPO	Sports

Questions

1. How many mathematics lessons does Nico have per week?

Answer: 4

2. Which subject does Nico have only once a week?

Answer: MUS

3. What subjects does Nico never have before his lunch break?

Answer: SPO, MUS

Traitement écrit: env. 2 minutes

- Complètement atteint (3 corrects)  
 Largement atteint (2 corrects)  
 Faiblementn atteint (1 correct )  
 Non atteint (0 correct)

Commentaire:

<p>8. Write a text about accepted behaviour that applies to children in your family (for example, whether children can decide when to go to bed). Answer the following questions:</p> <ol style="list-style-type: none"> <li>a. What are the rules for the children in your family?</li> <li>b. Which of these do you find rational or irrational and why?</li> </ol>	<p><b>Traitement écrit: env. 10 minutes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complètement atteint ( Écriture bien lisible et fluide ; forme linguistique convaincante ; tâche accomplie en termes de contenu ; le texte est structuré de manière cohérente et exprime de manière convaincante ses propres expériences et idées)</li> <li><input type="checkbox"/> Largement atteint (Écriture manuscrite lisible ; forme linguistique satisfaisante ; tâche accomplie en termes de contenu ; le texte exprime ses propres expériences et idées)</li> <li><input type="checkbox"/> Faiblement atteint (Écriture difficile à lire; texte compréhensible, mais très court (1-2 phrases ou fragments de phrases))</li> <li><input type="checkbox"/> Non atteint (aucun texte écrit)</li> </ul> <p>Commentaire:</p>
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