

**CENTRALIZĒTAIS EKSĀMENS ANĢĻU VALODĀ**  
**12. KLASEI**  
 2019  
 VĒRTĒŠANAS KRITĒRIJI

Daļa	Uzdevuma numurs	Kritēriji	Punkti	Kopā
Lasīšana	1.	Par katru pareizi izvēlēto un atzīmēto virsrakstu atbilstoši lasītajiem tekstiem – 1p.	12	30
	2.	Par katru pareizi atzīmēto apgalvojumu atbilstoši lasītajam tekstam – 1 p.	10	
	3.	Par katru pareizi atzīmēto atbildi atbilstoši lasītajam tekstam – 1 p.	8	
Klausīšanās	1.	Par katru dotajā tekstā izlaistā vārda vai cipara vietā saturiski pareizi ierakstīto atbildi atbilstoši dzirdētajam tekstam – 1 p.	12	30
	2.	Par katru pareizi atzīmēto apgalvojumu atbilstoši dzirdētajam tekstam – 1 p.	10	
	3.	Par katru pareizi atzīmēto atbildi atbilstoši dzirdētajam tekstam – 1 p.	8	
Valodas lietojums	1.	Par katru pareizi izvēlēto un atzīmēto vārdu vai vārda gramatisko formu atbilstoši dotajam tekstam – 1 p.	12	40 x 0,75 = 30
	2.	Par katru saturiski pareizi tekstā ierakstīto pareizā vārda burtu atbilstoši lasītajam tekstam – 1 p.	10	
	3.	Par katru pareizi citā vārdšķirā pārveidoto un gramatiski pareizi dotajā tekstā ierakstīto vārdu – 1 p.	10	
	4.	Par katru saturiski un gramatiski pareizi izvēlēto un tukšajā vietā tekstā ierakstīto vārdu – 1 p.	8	
Rakstīšana	1.	Skatīt rakstīšanas daļas 1. uzdevuma vērtēšanas kritērijus.	15	40 x 0,75 = 30
	2.	Skatīt rakstīšanas daļas 2. uzdevuma vērtēšanas kritērijus.	25	
Mutvārdi	1.	Skatīt mutvārdu daļas vērtēšanas kritērijus.	25	25 x 1,2 = 30
	2.			

**Task 1 (15 point)****E-mail**

	<b>Content</b>	<b>Organisation</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Orthography</b>
<b>3</b>	All content points are fully covered. The content is relevant to the task.	Clear and coherent writing, follows standard layout of a letter and paragraphing conventions.	Communicates with reasonable grammatical accuracy. Simple structures with a good degree of control. Errors do not impede communication.	Uses a sufficient range of vocabulary to complete the task effectively and communicate clear ideas.	Almost no inaccuracies in spelling. Errors can be present in more difficult words.
<b>2</b>	Most content points are covered. Minor irrelevances may be present.	Ideas are linked but the text may lack some letter writing conventions and/or coherence.	Simple structures predominate, occasionally faulty. Errors can cause difficulty for the reader.	Uses an adequate range of vocabulary to complete the task, occasionally repetitive or inaccurate; <u>overuses lexis from the prompt</u> .	Some inaccuracies in spelling, errors do not impede communication./ Copied words are correct.
<b>1</b>	The text has some relevance to the task. At least one content point is covered.	Some attempt to organise a letter and link ideas.	Shows limited control of a few simple grammatical structures.	Lexical resource very limited, inaccurately used.	Faulty spelling often leads to misunderstandings.
<b>0</b>	Not enough to evaluate. The text is unrelated to the task.	Not enough to evaluate. The text is unrelated to the task.	Not enough to evaluate. The text is unrelated to the task.	Not enough to evaluate. The text is unrelated to the task.	Not enough to evaluate. The text is unrelated to the task.

**Task 2 Essay (25 point)**

	<b>Content</b>	<b>Organisation</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Orthography</b>
<b>5</b>	The writing task is addressed effectively. All content is relevant and fully satisfies all the requirements of the task. The arguments are fully extended and well-supported.	Clear, smoothly flowing and well-structured text; appropriate paragraphing, a variety of connectors and cohesive devices.	Consistently maintains a high degree of grammatical control of complex language. Errors are rare and are related to less common structures.	A good command of a very broad lexical repertoire, consistently and appropriately used to complete the task and convey precise meanings; no significant vocabulary errors.	Spelling consistently accurate. Errors can occur in less common words.
<b>4</b>	All requirements of the task are covered sufficiently. The content is relevant. The arguments are clearly highlighted and appropriately supported, but may lack focus.	Clear, well-organized and coherent text; appropriate connectors mark the relationships between sentences and paragraphs.	Shows a relatively high degree of grammatical control, minor flaws and non-systematic errors can occur.	A good command of quite a broad lexical repertoire, appropriately used to complete the task and avoid repetition.	Spelling accurate, may contain contractions and a few non-basic errors which are difficult to spot and/or do not impede communication.
<b>3</b>	Most requirements of the task are addressed. The content for the most part is relevant, though there may be some gaps or redundant information. The arguments are presented but could be more fully extended.	Adequately organized text; mostly continuous writing with appropriate connectors and paragraphing; may occasionally lack coherence.	A mix of simple and complex sentence forms is used with occasional inaccuracies which do not impede communication.	Sufficient range of vocabulary, appropriate for the task, incorrect word choice can occur without hindering communication.	Spelling mostly accurate, occasional or non-systematic errors may occur.
<b>2</b>	Some requirements of the task are addressed. The content is under-developed and not always relevant. Presents a position, but it may be unclear and/or not supported.	Organization is flawed or/and lacking in control; sentences are linked into a connected text with simple connectors; ideas may lack coherence and appropriate paragraphing.	Simple and frequently used structures predominate; errors and inaccuracies do not impede communication.	Good control of elementary vocabulary to complete the task, there may be inappropriate word choice, frequent simplifications or repetition. <u>May overuse lexis from the prompt.</u>	Spelling is accurate enough to be followed most of the time. May contain basic spelling errors./Copied words are correct.
<b>1</b>	The answer is barely related to the task. The content is largely irrelevant/repetitive.	Ideas partly organised; sentences are linked together only in the simplest way or not linked at all.	Simple structures with errors predominate, occasionally reducing the communicative effect.	Limited vocabulary with faulty collocations and word choice, which can reduce the communicative effect.	Spelling is inaccurate but the ideas can be followed throughout the text.
<b>0</b>	Not enough to evaluate.	Not enough to evaluate.	Not enough to evaluate.	Not enough to evaluate.	Not enough to evaluate.

**Total Points: 25**

Task Completion (max. 10 points)	
Task 1	Task 2
5 Responds to all questions freely, giving extended and appropriate answers.	Covers all task points in a fully satisfactory manner. The opinion expressed is well developed and thoroughly supported.
4 Responds to all questions, giving extended and appropriate answers.	Covers all task points quite satisfactorily. Gives a relevant and appropriately supported opinion on the issue raised.
3 Responds to all questions, but not all answers are extended and/or appropriate.	Covers all task points in a simple way. The opinion expressed may be insufficiently developed and/or supported.
2 Responds to most questions, giving short and simple answers / uses memorised phrases.	Covers most task points. The conveyed meaning is not always relevant to the issue raised.
1 Provides mostly irrelevant answers, using single words and simple phrases.	Covers some task points. Gives mostly isolated, unrelated statements.
0 Not enough to evaluate.	Reading the original text aloud is not evaluated.

Vocabulary, grammar, fluency and pronunciation to be evaluated for the whole performance (max. 15 points)			
	Vocabulary	Grammar	Fluency and Pronunciation
5	Uses a wide range of vocabulary accurately and appropriately in the given context.	Grammatical accuracy is consistently high. Uses a range of complex grammatical structures. Minor errors occur rarely and are often self-corrected.	Expresses themselves fluently and with ease. Pauses are logically placed. Pronunciation is consistently accurate.
4	Uses a sufficient range of vocabulary to express themselves in the given context without frequent searching for words.	Grammatical accuracy is high. Errors in complex structures may occur which do not impede understanding. Sometimes self-corrects.	Expresses themselves quite fluently. Pauses may occur when searching for ideas. Pronunciation is accurate, minor errors possible.
3	Vocabulary range is sufficient to express themselves in a simple manner. Lexical limitations may lead to repetitions and some hesitation.	Uses a range of basic grammatical structures with reasonable accuracy. Errors in basic and complex structures can occur: some of which may interfere with understanding.	Expresses themselves with some hesitation, pausing for grammatical and lexical planning. Pronunciation errors are rare and do not impede understanding.
2	Uses a limited range of vocabulary to express themselves in the given context. Inappropriate word choice and use may occur.	Uses some simple structures correctly, but still systematically makes basic errors.	Expresses themselves with evident pauses. Speech is often disconnected. Pronunciation errors may impede understanding.
1	Vocabulary is insufficient to deal with the tasks. Has difficulty in making word choices.	Shows only limited control of a few simple grammatical structures and sentence patterns. Makes errors in basic grammatical structures which impede understanding.	Expresses themselves with much pausing. Produces very short, isolated utterances, impeding understanding. Pronunciation errors partly impede understanding.
0		Not enough to evaluate.	