

**BAREM****TEST PENTRU ADMITEREA LA GIMNAZIU – CLASA a V-a 2023-2024****26 MAI 2023****I. LIMBA ȘI LITERATURA ROMÂNĂ**

- *Se punctează orice formulare/modalitate de rezolvare corectă a cerințelor.*
- *Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem.*

**1. a.** câte 2,5 puncte pentru menționarea unui cuvânt cu același sens, respectiv a unui antonim pentru sensul din text al cuvântului *adevărată* (de exemplu: *reală/ ireală*) **2 x 2,5 p. = 5 p.**

**b.** câte 2,5 puncte pentru scrierea fiecărui enunț (de exemplu: *V-oi invita și pe voi la petrecere.; A, cum se numește prietenul tău?*) **2 x 2,5 p. = 5 p.**

**c.** câte 2,5 puncte pentru scrierea oricărui verb, respectiv substantiv comun din primul paragraf al textului (de exemplu: *voi începe* - verb; *clasa* - substantiv) **2 x 2,5 p. = 5 p.**

**d.** câte 2,5 puncte pentru numirea fiecărei părți de propoziție (de exemplu: *lumea* - subiect; *pentru copii* - atribut) **2 x 2,5 p. = 5 p.**

**2.** explicarea clară și nuanțată a enunțului, cu respectarea numărului minim de cuvinte **5 p.;**

explicarea clară, fără respectarea numărului minim de cuvinte **2,5 p;** explicarea lipsită de logică **0 p.**

**3.** relatarea unei întâmplări: cu respectarea succesiunii logice a faptelor – 4 p.; cu respectarea parțială a succesiunii logice a faptelor – 2 p.; fără respectarea succesiunii logice a faptelor – 1 p.

**4 puncte**

– raportarea la o idee sau la un personaj din textul dat **2 puncte**

– respectarea structurii unei compuneri: introducere, cuprins, încheiere – 2 p.; parțial – 1 p.

**2 puncte**

– adecvarea conținutului la cerință – 1 p.; conținut parțial adecvat – 0 p. **1 punct**

– respectarea precizării privind numărul minim de cuvinte **1 punct**

**Redactare – 5 puncte**

– ortografia și punctuație (0-2 greșeli – 3 p.; 3 greșeli – 2 p.; 4 greșeli – 1 p.; 5 sau mai multe greșeli – 0 p.) **3 puncte**

– coerența textului **1 punct**

– așezarea corectă a textului în pagină, lizibilitatea **1 punct**

**NOTĂ! În vederea acordării punctajului pentru redactare, compunerea trebuie să aibă minimum 80 de cuvinte și să dezvolte subiectul propus.**

## **II. MATEMATICĂ**

1. Rezultat final **55**.....**10p**
2. a)  **$1+a=11$** .....**5p**  
 **$a=10$** .....**5p**
- b)  **$105=a-1$** .....**5p**  
 **$a=106$** .....**5p**
3.  **$349=7*(7+a)+6$** .....**5p**  
 **$A=42$** .....**5p**

## **III. LIMBA ENGLEZĂ**

### **1. each answer carries 1 mark (1x10=10 points)**

gloves

an envelope

a cave

a bookshop

a university

an astronaut

a key

a newspaper

sweets

fur

### **2. each answer carries 3 marks (3x5=15 points)**

scissors

shop

bring

difficult

painted

### **3. Marking scheme for the story**

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
<b>CONTENT</b>	The essay is completely relevant to topic, describing places/events /characters/atmosphere/ reaching climax, including the final reactions of the protagonist.	The essay is fairly completed with all the sequencing elements of a narrative.	The essay is partially completed with slight logical impediments in sequencing the moments of the narrative.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is incomplete, the sequencing of the narrative moments being inconsistent.	
<b>ORGANIZATION AND COHESION</b>	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fair completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative essay is totally relevant to the task, being organically integrated all along the discourse.	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the narrative essay is relevant to the task with slightly incongruent lapses within the discourse.	The range of vocabulary is adequately used in the essay; errors in word choice/formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the narrative essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative is inconsistent due to the mixture of styles.	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The register used in the narrative essay is inappropriate for this type writing.	

4.

<b>STRUCTURES</b>	A wide range of grammatical structures is used accurately and	A range of grammatical structures is used accurately	A mix of complex and simple grammatical	A limited range of grammatical structures is present along the essay;	A very narrow range of grammatica	
	flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.	and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	structures is present within the essay; errors predominate; punctuation errors make the text obscure at times.	
<b>EFFECT ON TARGET READER</b>	The interest of the reader is aroused and sustained throughout.	The text has a good effect on the reader	The effect on the reader is satisfactory	The effect on the reader non-relevant	The effect on the reader non-relevant.	

