

LITERATUR, DIE ANKOMMT

GOTTFRIED KELLER

Clothes Make the Man

Sample materials

Diagnostic Checkpoints · Student Pack

Trial edition · EN_V1_1

05_2_Diagnostic_Checkpoints_Student_Pack_EN_V1_1.pdf

Pages: 3, 4, 5, 6, 7

These excerpts show the October 2026 edition. Original pages are unchanged. Access to the complete teaching package is arranged individually with Edwin Zschaler.

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Show your thinking

A useful answer identifies something in the text, explains how it supports your idea and distinguishes what is certain from what you infer.

Checkpoint	When and where
SB01 · Evidence and certainty	After K02 · 25 minutes for tasks on pp. 4-5; feedback and revision on pp. 6-7
SB02 · Social interests	After K06 · 30 minutes for tasks on pp. 8-9; feedback and revision on pp. 10-11

Work alone. You may use the complete Teaching Edition EN_V1_1, including its notes, and an ordinary dictionary. Keep your portfolio, teacher solutions, partner help and generated answers closed. Individually agreed support is permitted and recorded. This work is ungraded. It shows what you can already explain independently and what help would be useful before the next step. Write in your own words and give reading section and lines. You may use short quotations, but explain their significance.

Give evidence that readers can check

RS means Reading Section. The line numbers start again in each section. Use the English Teaching Edition, not line numbers from another edition. Give the section and relevant lines even when you use your own words.

A short quotation can help, but explain what its wording shows. Keep a character's claim separate from what the narrator establishes. When you infer a motive, make clear whether the text states it or you are suggesting it.

Use the feedback

Your teacher will identify a strength and a next step. You will then improve one thought. Keep the original answer readable so that you can see the difference. You do not need to rewrite everything or force yourself to change a well-supported view.

Complete both tasks in each checkpoint. Sentence ranges help you plan the size of an answer; the important thing is that the explanation is clear. If you need more room, attach a named sheet with the checkpoint and task code.

SB01 · Evidence and certainty

Name: _____ **Date:** _____

25 minutes for both tasks · Ungraded · Task 1 of 2

Work alone. You may use the complete Teaching Edition EN_V1_1, including its notes, and an ordinary dictionary. Keep your portfolio, teacher solutions, partner help and generated answers closed. Individually agreed support is permitted and recorded.

This work is ungraded. It shows what you can already explain independently and what help would be useful before the next step. Write in your own words and give reading section and lines. You may use short quotations, but explain their significance.

KML-SB01-A1 · Evidence and certainty

Read RS 2, lines 91–120 (pp. 14–15). Identify two observations that feed Böhni's doubts about Wenzel's rank. Explain how Böhni interprets each observation. Distinguish the visible clue from the conclusion. Write four to six sentences in total, with suitable line references.

My answer

SB01 · Evidence and certainty

Name: _____ **Date:** _____

Task 2 of 2 · Use the same passage as on page 4

KML-SB01-A2 · Evidence and certainty

Why does Böhni not intervene immediately? Use the same passage to explain what he does and what attitude the text attributes to him. Then examine this statement:

“Anyone with a suspicion in this story wants to clear it up immediately.” Write four to six sentences and limit your judgement to the story as read so far.

My answer

Check: have I separated what Böhni notices, what he concludes and what the narrator tells us about his conduct? Keep this first answer readable when you revise later.

SB01 · Feedback

Name / date: _____

Your teacher considers three things in each answer: observation of the text, explanation of connections, and careful distinctions or limits. This is not a grade.

Code	What it tells you
I · Independent	You show the relevant achievement clearly.
P · Partial	A useful beginning needs further explanation or precision.
S · Support needed	Shared rereading or a specific scaffold will help.
N · Not assessable	There is not yet enough evidence to judge this part.

Task	T · Observation	C · Explanation	L · Limits
A1			
A2			

One strength in my response

One next step or question

Follow-up and help used

Use the feedback to revise one thought on page 7. You can keep a conclusion that is supported and make its reasons clearer.

SB01 · Revise one thought

Name: _____ Task: _____

Keep the first answer visible. Choose one thought to make more precise after feedback.

My original thought or the place I am revising

The feedback or question I am using

My revised explanation, with evidence

What is now clearer? What will I try next time?

Support used: _____

This revision shows what you can develop after feedback. It does not replace the record of your initial independent response.