

Table of Specifications - 2019

Pilot - Computerized Oral Bagrut Exam: Five-Point Bagrut, 016587

Part A- Personal Information- Introducing Oneself: 30 points				
# of points	Time Frame	Item Description	Objectives	Possible topics
30 pts	*2-3 minutes	<p>Talking about themselves: Students are presented with two options of topics and are asked to choose one.</p> <p>Students respond to a set of thematically related questions in order to talk about themselves</p>	<p>Intermediate: The student can:</p> <ul style="list-style-type: none"> ● answer simple questions about familiar topics and everyday situations, ● explain what they like about something ● describe plans and arrangements, habits and routines, past activities and personal experiences ● briefly give reasons and explanations for opinions, plans and actions ● express their thoughts about cultural topics ● express ideas, personal views and opinions ● provide in-depth reasons and explanations for opinions, plans and actions ● describe events, real or imagined ● express their thoughts about abstract topics 	<ul style="list-style-type: none"> ● Hometown ● School ● Free time activities, hobbies and habits ● Favorite books and movies ● Personal strengths and weaknesses ● Holidays and vacations ● Future plans ● Professional ambitions ● Reflection on personal experiences ● Suggesting individual/ community change and volunteering ● Transportation and technology ● Respect ● Fame, celebrities and role models ● Friendship ● Languages ● Health ● Advertising ● Music and games ● Animals

*Time frame includes listening to the questions, viewing the clips and answering.

Part B - Project / Bridging Project Presentation: 20 points				
# of points	Time Frame	Item Description	Objectives	Possible topics
20 pts	1-2 minutes speaking time	The students are asked a set of questions relating to their project which they answer and explain	<p>Intermediate: The student can</p> <ul style="list-style-type: none"> ●report on what they learned from a range of sources using appropriate higher-order thinking skills; ●give reasons and explanations for opinions, plans and actions <p>Or</p> <ul style="list-style-type: none"> ●discuss the historical, social and cultural contexts of a literary text or its author ●explain how these contexts are reflected or have influenced the text <p>Proficiency: The student can:</p> <ul style="list-style-type: none"> ●reflect on the process of looking for and learning new information, giving reason and explanations for opinions, plans and actions ●give opinions on a wide range of personal and general topics, such as social and global issues ●express his/her thoughts about further study on their topic ●draw conclusions <p>Or</p> <ul style="list-style-type: none"> ●can explain how the information has enhanced or changed their understanding of the text ●draw conclusions 	<ul style="list-style-type: none"> ● Topic and reason for choice ● What was learned/ what they wanted to learn ● Learning skills improved ● Interesting facts learned ● Surprising information ● Future use of information ● Redoing it if opportunity arose ● Literary text / piece studied ● Further studies ● How the project influenced them ● how the project helped them understand the literary text better <p>Reflections on:</p> <ul style="list-style-type: none"> ● Challenges of the work ● Teamwork vs Individual work ● Finding information on the topic ● Writing up their project ● Learning and language skills ● Personal achievement and feeling

Part C - Response to an Audio-visual Prompt: 50 points				
# of points	Time Frame	Item Description	Objectives	Possible topics
20 pts	*4-5 minutes	<p>Audio-visual prompt followed by set of questions, level 1:</p> <p>Students respond to set of questions after viewing the audio-visual prompt (e.g., a video, animated clip)</p>	<p>Intermediate: The student can:</p> <ul style="list-style-type: none"> ● react to the content of something seen and heard using the appropriate lower and higher-order thinking skills ● express and elaborate on opinions, plans and actions ● describe events, real or imagined, relating to feelings and reactions ● summarize ● relate details of unpredictable situations ● agree/disagree ● give advice and suggestions. 	<ul style="list-style-type: none"> ● Formal and informal social interactions in a variety of situations: ● Making plans and arrangements ● Comparing and contrasting ● Persuading, making suggestions ● Solving problems and making decisions ● Giving instructions and how-to guides ● Distinguishing and reacting to different perspectives ● Reacting to lectures and speeches
30 pts		<p>Audio-visual prompt followed by a set of extended questions, level 2:</p> <p>Students respond to set of questions relating to the audio/visual prompt higher level (level 2)</p>	<p>Proficiency: The student can:</p> <ul style="list-style-type: none"> ● react in depth to the content of something seen and heard using the appropriate higher-order thinking skills ● express ideas and opinions on a wide range of topics, providing in-depth explanations ● compare and contrast alternatives, discussing a variety of options ● can explain why something is a problem, discuss what to do next ● synthesize and draw conclusions ● hypothesize and generate possibilities 	

*Time frame includes listening to the questions, viewing the clips and answering.