

## Table of Specifications - 2020

### COBE: Computerized Oral Bagrut Exam: Four & Five Points, 016587

Part A- Personal Response to Prompt – 25 Points				
# of points	Time Frame	Item Description	Objectives	Possible Topics
25 pts	*2-3 minutes for listening and answering	<p><b>Personal Response to Prompt:</b></p> <p>Students are presented with a choice of two topics. They are asked to CHOOSE ONE and respond to a set of questions in depth in order to talk about the topic, in one recording.</p>	<p><b>Intermediate:</b> The student can:</p> <ul style="list-style-type: none"> <li>● answer simple questions about familiar topics and everyday situations,</li> <li>● explain what they like about something</li> <li>● describe plans and arrangements, habits and routines, past activities and personal experiences</li> <li>● briefly give reasons and explanations for opinions, plans and actions</li> <li>● express their thoughts about cultural topics (such as holidays, customs, traditions, etc.)</li> <li>● express and support ideas, personal views and opinions</li> <li>● provide in-depth reasons and explanations for opinions, plans and actions</li> <li>● describe events, real or imagined</li> <li>● express their thoughts about abstract topics (such as friendship, ambitions, reflections, possibility, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Advertising</li> <li>● Animals</li> <li>● Education</li> <li>● Fame and celebrities</li> <li>● Favorite books and movies</li> <li>● Food</li> <li>● Free time activities</li> <li>● Friendship</li> <li>● Future plans</li> <li>● Games</li> <li>● Health</li> <li>● Hobbies and habits / routines</li> <li>● Holidays and customs</li> <li>● Hometown</li> <li>● Languages</li> <li>● Music</li> <li>● Personal belongings</li> <li>● Personal strengths and weaknesses</li> <li>● Professional ambitions</li> <li>● Reflection on personal experiences</li> <li>● Respect</li> <li>● Role models</li> <li>● School</li> <li>● Sports</li> <li>● Suggesting individual/ community change</li> <li>● Technology</li> <li>● Transportation</li> <li>● Vacations</li> <li>● Volunteering</li> </ul>

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

Part B - Project / Bridging Project Presentation to Prompt: 25 points				
# of points	Time Frame	Item Description	Objectives	Possible Question Topics
25 pts	1-2 minutes speaking time is required	The students are asked a set of questions relating to their project which they must answer in depth in one recording.	<p><b>Intermediate:</b> The student can</p> <ul style="list-style-type: none"> <li>●report on what they learned from a range of sources using appropriate higher-order thinking skills;</li> <li>●give reasons and explanations for choices, opinions, plans and actions</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>●discuss the historical, social and cultural contexts of a literary text or its author</li> <li>●explain how these contexts are reflected in the text or have influenced the text</li> </ul> <p><b>Proficiency:</b> The student can:</p> <ul style="list-style-type: none"> <li>●reflect on the process of looking for and learning new information, giving reasons and explanations for opinions, plans and actions</li> <li>●give opinions on a wide range of personal and general topics, such as social and global issues</li> <li>●express their thoughts about further study on their topic</li> <li>●draw conclusions</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>●can explain how the new information has enhanced or changed their understanding of the text</li> <li>●draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>● Topic and reason for choice</li> <li>● What was learned</li> <li>● What they wanted to learn</li> <li>● Learning skills improved</li> <li>● Interesting facts learned</li> <li>● Surprising information</li> <li>● Future use of information</li> <li>● Redoing it if opportunity arose</li> <li>● Topic related to literary piece</li> <li>● Further studies</li> <li>● How the project influenced them</li> <li>● how the project helped them understand the literary text better</li> </ul> <p>Reflections on:</p> <ul style="list-style-type: none"> <li>● Challenges of the work</li> <li>● Teamwork vs Individual work</li> <li>● Finding information on the topic</li> <li>● Writing up their project</li> <li>● Learning and language skills</li> <li>● Personal achievement and feeling</li> </ul>

Part C - Response to an Audio-visual Prompt: 50 points				
# of points	Time Frame	Item Description	Objectives	Possible Audio-Visual Themes & Questions
25 pts	*4-5 minutes for viewing of clip and answering all questions	<p><b>Audio-visual prompt followed by set of questions, level 1:</b></p> <p>Students respond in depth, to set of questions after viewing the audio-visual prompt (e.g., a short video clip, an animated clip) in one recording</p>	<p><b>Intermediate:</b> The student can:</p> <ul style="list-style-type: none"> <li>● react to the content of something seen and heard using the appropriate lower and higher-order thinking skills</li> <li>● express and elaborate on opinions, plans and actions</li> <li>● describe events, real or imagined, relating to feelings and reactions</li> <li>● sequence and summarize</li> <li>● relate details of unpredictable situations</li> <li>● agree/disagree</li> <li>● give advice and suggestions</li> </ul>	<p>Possible Audio-Visual Themes:</p> <ul style="list-style-type: none"> <li>● Formal and informal social interactions in a variety of situations</li> <li>● Various social and/ or personal dilemmas, problems or conflicts</li> </ul> <p>Possible Questions:</p> <ul style="list-style-type: none"> <li>● Making plans and arrangements</li> <li>● Comparing and contrasting</li> <li>● Persuading</li> <li>● Making suggestions</li> <li>● Solving problems</li> <li>● Making decisions</li> <li>● Distinguishing different perspectives</li> <li>● Reacting to different perspectives</li> <li>● Generating possibilities</li> <li>● Summarizing</li> <li>● Explaining patterns</li> <li>● Using given information for different purposes</li> <li>● Evaluating</li> <li>● Inferring</li> <li>● Sequencing</li> <li>● Predicting</li> </ul>
25 pts		<p><b>Audio-visual prompt followed by a set of extended questions, level 2:</b></p> <p>Students respond in depth, to set of questions relating to the audio/visual prompt higher level (level 2) in one recording</p>	<p><b>Proficiency:</b> The student can:</p> <ul style="list-style-type: none"> <li>● react in depth to the content of something seen and heard using the appropriate higher-order thinking skills</li> <li>● express ideas and opinions on a wide range of topics, providing in-depth explanations</li> <li>● compare and contrast alternatives, discussing a variety of options</li> <li>● can explain why something is a problem, discuss ideas as to what could be done next</li> <li>● generate ideas for solutions to problems</li> <li>● synthesize and draw conclusions</li> <li>● hypothesize and generate possibilities</li> </ul>	

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