



State of Israel - Ministry of Education  
Pedagogical Secretariat - Language Department  
English Language Education

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# INTEGRATING HIGHER-ORDER THINKING SKILLS (HOTS) WITH THE TEACHING OF LITERATURE

## *THE TEACHERS' HANDBOOK*

REQUIREMENTS SECTION

DECEMBER 2017

*For updated information about the Literature program, please visit the English Inspectorate site: [www.education.gov.il/english](http://www.education.gov.il/english) and go to Bagrut -> Literature Module*



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State of Israel - Ministry of Education  
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**English Language Education**

Dear English teacher,

I am happy to present this updated booklet, which includes guidelines and information to assist with the teaching and assessment of literature in English as a foreign language.

Literature not only supports the development of lexis knowledge and reading comprehension skills but also opens a window to English speaking cultures. This window provides access to a deep and genuine learning of language, including the art of writing and the intellectual perspective as manifested in literature.

I see great importance in the inspiration, values and insight that teaching and learning literature provides. There is also room for comparison within and between literary texts, expression of opinions as well as relating to other forms of thinking skills. Thus, literature, by its very nature, allows for a variety of learning, teaching and assessment methods.

The handbook, in its new form has elicited much thinking to clarify the matriculation (Bagrut) literature program and is now divided into two sections, one, which is more technical, including detailed assessment options and guidelines, and the other devoted to the pedagogy of teaching literature.

This handbook is intended to facilitate effective implementation of the literature program and will serve as a guide for English teachers around Israel.

I welcome feedback and sharing of ideas at [tzionale@education.gov.il](mailto:tzionale@education.gov.il).

Dr. Tziona Levi

Chief Inspector for English Language Education, Pedagogical Secretariat, Ministry



## A DESCRIPTION OF THE LITERATURE PROGRAM

The literature program enables the study of literary texts from which teachers can choose. The pieces can be found on the Ministry site at the following links.

- [List of Approved Texts for the Three-Point Literature Program](#)
- [List of Approved Texts for Logs – Four and Five Points Literature Program](#)

Module F:

One play or novel  
Three short stories  
Two poems

Module D:

Three short stories  
Three poems

Module B:

Two short stories  
One poem

For module D and F, there are three different options that schools can choose from as follows:

- the Log
- the internal exam
- the school-based initiative.

For module B there is only the Log.

- Teachers who are interested in completing the original Log (with no changes) will be allowed to do so.
- Below is a detailed description of the three options for school-based assessment (26%) that are being offered for the literature program (modules B, D and F):



## ASSESSMENT OPTION ONE – THE LOG

The Log provides evidence of the students' learning. Students are afforded the opportunity to record, structure, plan, develop and reflect upon their learning by means of the various tasks included in the Log. The Log also enables them to gain insights into the application of diverse strategies that can be used to analyze literature.

### THE LOG FOR MODULES D AND F

- The six literary texts are taught.
- All the Key Components are taught (as detailed in the pedagogy section of the Handbook).
- The final Log includes:
  - the graded Key Components (Bridging Text and Context or Post-Reading);
  - the graded Summative Assessments;
  - a Personal Response, which students receive feedback on.
- The final grade for the school-based assessment upon completion of the program is comprised of:
  - the average of the six graded Key Components (40%)
  - the average of the two Summative Assessments (40%)
  - the average of the grades of the four book tasks (20%)
- If a student does not hand in the Log, deduct ten percent off the average of all the graded key components.
- If a student hands in the Log without all the graded tasks:
  - deduct ten points from the grade of each graded component or summative assessment that was completed but is missing from the Log.
  - For example, if a student got 90 on the post-reading task for *The Road Not Taken* and that task is missing from the Log, then his/her grade for that task becomes 80.



## THE LOG FOR MODULE B

- The three literary texts are taught.
- All the Key Components are taught (as detailed in the pedagogy section of the Handbook).
- The Log includes:
  - the graded Key Components (Post-Reading);
  - the graded Summative Assessment;
  - a Personal Response in Hebrew, which students receive feedback on.
- The final grade for the school-based assessment is comprised of:
  - the average of the two graded Key Components (50%)
  - the grade for one Summative Assessment (30%)
  - the average of the grades of the two book tasks (20%)

If a student does not hand in the Log, deduct ten percent on all of the graded tasks.

If a student hands in the Log without all the graded tasks deduct ten points from the grade of each graded component or summative assessment that was completed but is missing from the Log that is handed in at the end of the year. For example, if a student got 90 on the post-reading task for *Dusk* and that task is missing from the Log, then his/her grade for that task becomes 80.

If a student hands in the Log, but it does not include the Personal Response, deduct ten points from one of the graded Key Components.

Note: There is no yearly grade (*tziyun shnati*) or *moed bet* for the LOG.



## MOVING FROM 3, 4 AND 5 POINTS IN THE LITERATURE PROGRAM

Students who move from 3 points to 4 points or 4 points to 5 points, must complete the program with the required genres.

In order to allow for students' easy transition from 3 points to 4 points, and 4 points to 5 points, the literature pieces chosen by the teachers should be suitable and approved for both levels. The post reading and Bridging Text and Context rubrics should be used to regrade post reading tasks that were done in a 3 point class for the student who moves to the 4 point level, and Bridging Text and Context tasks or post reading tasks that were done in a 4 point class for a 5 point level. This is better than just taking off 10/20 points. Also, give the students the chance to correct their work and improve their grade.

Another option for students who wish to move from 3 to 4 points or 4 to 5 points is as follows; the teacher reports the 3 point grade and then after completing the 4 point program reports the 4 point grade. The same is true for the student who moves from 4 points to 5 points. The teachers are required to deduct 20% from the 3 point grades for the 4 point log, and 10% for the 4 point grades of the 5 point log or internal exams.





## OPTION TWO: THE INTERNAL EXAM FOR MODULES D AND F

### Description

The literature exam assesses the students' understanding of the literary texts and their ability to use lower-order and higher-order thinking skills that they have learned and applied in the learning process, as well as demonstrate their ability to make connections between the text and new information relating to the text. The learning process for the exam is identical to the learning process for the Unit Log, and includes the teaching of the six Key Components for each literary text studied, as described above. It is recommended that the students who will be assessed by the exam save their work so that they have it for use when preparing to take the exam.

Scoring of the answers on the internal exam is mainly devoted to content, however accuracy is taken into consideration, as indicated in the Summative Assessment Guidelines and marking rubrics see [page 21](#) (e.g. grammar, spelling).

Previous literature Bagrut examinations, together with their Answer Keys for marking the modules, can be accessed on the site of the English Inspectorate on [this](#) page.

- The six literary texts are taught.
- All of the Key Components are taught.
- At the end of each year, there is a summary exam on all the texts taught that year. There is one summative exam for each year that the program is taught.
- Each exam must include LOTS questions, HOTS questions and a Bridging Text and Context question. Models of such a test can be found on pages 20 – 26 of the Pedagogy section of the handbook.
- The final grade for the school-based assessment (26%) is comprised of:
  - The average of the end-of-year exams (50%)
  - A yearly grade, *tziyun shnati* (30%)
  - The average of the grades of the four book tasks (20%)

Note: There is no *moed bet* for the internal exam.

Module B for external and *nivchane mishnei* students, the test will include one Reading Comprehension text and five questions on one short story, *Dusk* by Saki or *Mama's Bank Account* by Kathryn Forbes.



## OPTION THREE: THE SCHOOL-BASED LITERATURE INITIATIVE

Teachers may plan and implement a literature initiative as an assessment option of the literature program the following criteria must exist in order to receive approval for an initiative.

1. The same amount and genre of pieces must be taught as in the LOG / Exam options.

For 3 points, three literary texts and for 4 and 5 points, six literary texts.

- List of Approved Texts for the Three-Point Literature Program
- List of Approved Texts for Logs – Four and Five Points Literature Program

2. The program must be taught over at least two years.

It is recommended that the teacher who submits the proposal for the initiative be the teacher who teaches the entire program.

### THE PROPOSAL

The following components/elements must be included in the proposal.

- The three literary texts, for 3 points or six literary texts, for 4/5 points to be taught and their genres.
- A detailed explanation of the teacher's rationale for the literature initiative.
- The target population (3/4/5 point students)
- A list of the teacher's aims throughout the learning process.
- A detailed description of the program and the outcome or product. The teacher needs to show how the literary pieces will be incorporated into the process.  
For example, the teacher can choose to do a PBL on all three/ six pieces.  
An expanded bridging task or problem/performance based task ( מטלת (ביצוע) on one or all the three/six pieces.
- A detailed explanation of the teaching and application of the HOTS during the process and/or in the outcome/product. A minimum of two HOTS must be taught for 3 points and three HOTS for 4/5 points. The HOTS should be used and reflected in the final product/outcome.
- A checklist or checklists for each stage of the process.
- Criteria for assessment, including rubrics of the process and the outcome or product.
- Reflection questions for the students at the completion of the program.



Teachers should give continuous oral and written feedback to the students throughout the process.

#### SUBMISSION PROCEDURE

The proposal must be submitted by April 30<sup>th</sup>, the year before the program is implemented.

**This document must be presented to the Regional Inspector and the High School/Literature Counselor for approval of the program. After approving it, the regional inspector will send it to the Chief Inspector of English, and the National Literature Counselor, for final approval.**

The request for approval must be sent to the Regional Inspector's email as a word document. In the email include, the name of the school, and the name/s of the teacher or teachers presenting the proposal.

A signed approval form will be returned by email to the teachers before July 1<sup>st</sup>, of the same year that the proposal is submitted.

#### CALCULATION OF THE FINAL GRADE FOR STUDENTS DOING THE LOG – ALL LEVELS

- a. The calculation of the *final grade* for students who are doing the Log includes Extensive Reading.
- b. Excel spreadsheets for calculating the final grade can be found on the ministry site:
  - Module B
  - Module D
  - Module F



GRADES FOR STUDENTS DOING MODULE B

<b>Literature</b>		
<b>Text</b>	<b>Graded Component (<u>TWO</u> texts)</b>	<b>Summative Assessment (<u>ONE</u> text)</b>
Short Story 1		
Short Story 2		
Poem		
<b>AVERAGE</b>		
<b>Extensive Reading</b>		
Extensive Reading task 1		
Extensive Reading task 2		
<b>AVERAGE</b>		



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<b>Final Grade for Students Doing the Revised Log – Module B</b>			
<b>Elements</b>	<b>% of Grade</b>	<b>Grade</b>	<b>Final Grade</b>
Average of TWO graded components	50%		
Grade for ONE Summative Assessment	30%		
Extensive Reading (two books)	20%		
<b>TOTAL</b>	<b>100%</b>		



## GRADES FOR STUDENTS DOING MODULE D

<b>Literature</b>		
<b>Text</b>	<b>Graded Component (all texts)</b>	<b>Summative Assessment (<u>TWO</u> texts)</b>
Short Story 1		
Short Story 2		
Short Story 3		
Poem 1		
Poem 2		
Poem 3		
<b>AVERAGE</b>		

<b>Extensive Reading</b>	
Extensive Reading task 1	
Extensive Reading task 2	
Extensive Reading task 3	
Extensive Reading task 4	
<b>AVERAGE</b>	



GRADES FOR STUDENTS DOING MODULE F

<b>Literature</b>		
<b>Text</b>	<b>Graded Component (all texts)</b>	<b>Summative Assessment (<u>TWO</u> texts)</b>
Play or novel		
Short Story 1		
Short Story 2		
Short Story 3		
Poem 1		
Poem 2		
<b>AVERAGE</b>		
<b>Extensive Reading</b>		
Extensive Reading task 1		
Extensive Reading task 2		
Extensive Reading task 3		
Extensive Reading task 4		
<b>AVERAGE</b>		



FINAL GRADE FOR STUDENTS DOING THE LOG – MODULES D AND F			
Elements	% of Grade	Grade	Final Grade
Average of SIX graded components	40%		
Average of TWO Summative Assessments	40%		
Extensive Reading (four books)	20%		
<b>TOTAL</b>	<b>100%</b>		

### CALCULATION OF THE GRADE OF THE LITERATURE PROGRAM FOR THE INTERNAL EXAM

Grades for Students doing Module D and F Internal Exam Final Exam - 50%	
	Final Grades
Final Exam 1	
Final Exam 2	
<b>AVERAGE</b>	





<b>Extensive Reading - 20%</b>	
Extensive Reading task 1	
Extensive Reading task 2	
Extensive Reading task 3	
Extensive Reading task 4	
<b>AVERAGE</b>	

<b>Final Grade for Students Doing the <i>Internal Exam</i> – Modules D and F</b>			
<b>Elements</b>	<b>% of Grade</b>	<b>Grade</b>	<b>Final Grade</b>
Average of Final Exams	50%		
Yearly grade	30%		
Average of FOUR Extensive Reading Tasks	20%		
<b>TOTAL</b>	<b>100%</b>		

*\*The 30% is comprised of grades given to students for literature based activities throughout the program.*



## INFORMATION ABOUT THE SUMMATIVE ASSESSMENT FOR BOTH LOGS AND THE INTERNAL EXAM

The Summative Assessment should provide students with the opportunity to demonstrate their understanding and interpretation of the text, including the specific HOTS studied. The Summative Assessment ensures that the student's grade for the Log is valid and reliable and ensures that students taking the Internal exam will be well-prepared. Summative Assessments for the Log and for the Internal exam should be written and assessed according to identical criteria, as explained below.

- The assessment is done in class and is graded by the teacher.
- Assessment should be done according to the grading rubrics below.
- Assessment is done individually (no group or pair work).
- Open-book tests are not allowed.
- The Summative Assessment can test more than one literary text.

For each Summative Assessment, students:

- answer basic understanding (LOTS) questions. These are basic content questions. Answers should be short and to the point.
- answer analysis and interpretation (HOTS) questions that may include understanding of literary techniques.
- answer an extended HOTS question (modules D and F only) where they:
  - name the HOTS
  - answer the question showing appropriate use of the HOTS that they have chosen.
- answer a Bridging Text and Context question (modules D and F only):
  - Students are asked to make connections between the text, universal themes and new relevant information and ideas from other sources. These sources may include the biography and personality of the author, themes and /or aspects of the historical, social and cultural contexts of the text. The connection must be both accurate and explicit.
  - The chosen quote should not have been used during the course of learning.



## ASSESSMENT PREPARATION GUIDELINES

- Questions can be modeled on questions from the Bagrut exams and questions from the books. See examples on pages 20 – 26 of the pedagogy section of this handbook.
- Questions must relate specifically to the text that has been taught. Do NOT ask questions that require students to only define a literary term or a thinking skill without applying it to the text.
- The Basic Understanding (LOTS) section of your Summative Assessment may also include questions on vocabulary in context that you taught during the unit.
- Your Summative Assessment can include multiple-choice questions (these appear on the Bagrut exam, as well).

The Summative Assessment does NOT include post-reading questions that require creative writing or personal response. The Summative Assessment provides the students with the opportunity to demonstrate their knowledge, understanding and interpretation of the text, including the specific HOTS studied.

Below are the guidelines for designing the Summative Assessment:



## GUIDELINES FOR SUMMATIVE ASSESSMENTS FOR BOTH UNIT LOGS AND THE EXAM

Module F			Module D		
Type of Question	# of questions	Total points for the section	Type of question	# of questions	Total points for the section
LOTS Basic Understanding	<b>at least 4</b> questions	20	LOTS Basic Understanding	<b>at least 5</b> questions	45
HOTS Analysis and Interpretation	<b>at least 4</b> questions (one must be an Extended HOTS question)	60	HOTS Analysis and Interpretation	<b>at least 3</b> questions (one must be an Extended HOTS question)	40
Bridging Text and Context	1 question	20	Bridging Text and Context	1 question	15

Module B		
Type of Question	# of questions	Points
LOTS Basic Understanding	6-8 questions	60
HOTS Analysis and Interpretation	4 questions	40



## ASSESSING YOUR STUDENTS' ANSWERS

Whether you are doing Logs or the internal exam, your Summative Assessment should be marked as follows:

- Module B: content – 100%
- Module D: content – 90%, language – 10%
- Module F: content – 80%, language – 20%

The following tips, which are in accordance with the grading rubrics can help you when assessing students' answers:

### ***HOTS and LOTS questions:***

<b>Descriptor</b>	<b>Tip</b>
The student has answered the question.	Read the question and the answer together to be sure.
The answer is clear and correct.	Points should be deducted for inaccurate details and/or for lack of clarity. Use the appropriate rubric.
The student has provided appropriate supporting details from the text.	Points should be deducted for lack of supporting details. Use the appropriate rubric.
The student has demonstrated understanding of the literary term in the question (if the question relates to a literary term).	Example: If the question asks what the importance of the setting is to the story, the student has demonstrated that he knows that setting is time and/or place.



**Extended HOTS question (modules D and F):**

Descriptor	Tip
The student has named appropriate HOTS to answer the question.	Even though it is possible to use more than one HOTS to answer a particular question, students should choose only <u>one</u> HOTS.
There is appropriate evidence of the use of the chosen HOTS in the student's answer.	Look for vocabulary that is directly connected to the chosen HOTS. See the list of vocabulary for thinking skills on page 16 of the pedagogy section of the <i>Handbook</i> .

**Bridging Text and Context questions (modules D and F):**

Descriptor	Tip
All of the information in the answer is relevant to the question and accurate.	Deduct for irrelevant and/or inaccurate information according to the rubric.
The student has related to <u>both</u> the new information and the text.	This should be clear and explicit.
The student has demonstrated understanding of the new information.	In order to make a connection, the student must first show that he understands the new information that he has read.
The student has made a clear and appropriate <u>connection</u> between the new information and the text.	This connection should be explicitly stated.
The student has provided supporting details from the text.	The details should be <u>specific</u> , not just general statements about the text. Deduct for missing details according to the rubric.

- *Note that although the recommended length for a Bridging Text and Context answer is 60-80 words for the D module and 80-100 words for the F module, there is no deduction for answers that are shorter or longer.*



## RUBRICS FOR THE GRADED KEY COMPONENT FOR LOGS

The use of rubrics allows the teacher to give grades that are both reliable and accurate. Since criteria are provided, students are aware of what is expected of them and of how their work will be assessed.

Rubrics must be used for assessing the Key Component. If assessing students' knowledge using a Log, students have to include the rubrics that were used to give their grades, together with the actual activities.

The rubrics for the Bridging Text and Context component and the Post-reading component are below. **The rubric for Written Presentation for Module G CANNOT be used, as it is not appropriate.** There are also rubrics for marking the Summative Assessment. Use of these rubrics is crucial to ensure accurate grading.

**Note that Bridging Text and Context cannot be used as a graded component for module B.**

## RUBRICS FOR MARKING MODULE F

### RUBRIC 1: LOTS QUESTIONS (Question is worth 5 points.)

Criteria	Descriptors		
Content	Answer is correct.	Answer is partially correct.	Answer is incorrect.
	4	2	0
Language	Correct use of grammar, vocabulary, spelling and punctuation.	Partially correct use of grammar, vocabulary, spelling and punctuation.	Incorrect use of grammar, vocabulary, spelling and punctuation.
	1	0.5	0

*\* If the content is incorrect (0) the entire answer gets 0. There are no points granted for language for an incorrect answer. In-between points can be given.*



**RUBRIC 2: HOTS QUESTIONS (Question is worth 10 points.)**

Criteria	Descriptors		
<b>Content</b>	Answer is correct. The answer includes supporting details/examples when necessary. Message is clear.	Answer is partially correct. The answer does not include sufficient details examples when necessary. Message is partially clear.	Answer is incorrect. The answer is general and does not relate to the text. Message is unclear.
	8	4	0
Language	Correct use of grammar, vocabulary, spelling and punctuation.	Partially correct use of grammar, vocabulary, spelling and punctuation.	Incorrect use of grammar, vocabulary, spelling and punctuation.
	2	1	0

*\* If the content is incorrect (0) the entire answer gets 0. There are no points granted for language for an incorrect answer. In-between points can be given.*

**RUBRIC 3: EXTENDED HOTS QUESTION (Question is worth 5 points.)**

Extended HOTS questions are worth 15 points each, 10 points for the answer and 5 points for use of the HOTS. Note that this rubric should be used in addition to the Rubric for HOTS Questions – Module F.

Criteria	Descriptors		
<b>Content</b>	The chosen thinking skill is appropriate. There is appropriate evidence of the use of the thinking skill.	The chosen thinking skill is appropriate. There is partial evidence of the use of the thinking skill.	The chosen skill is appropriate but there is no evidence of its use. OR The chosen thinking skill is not appropriate.
	5	3	0

**Note:** *There are no language criteria for this part because language is included in the rubric for HOTS questions. \* If the content of the answer to the HOTS question is incorrect, and has received a 0, do not give points for the use of the thinking skill.*





**Rubrics for Marking Module F (continued)**

**RUBRIC 4: BRIDGING TEXT AND CONTEXT (20 Points)**

Criteria	Descriptors				
<b>Content</b>	Answer is well organized. All information is relevant and accurate. Answer explicitly states the connection between the new information and the text. Details/examples from the text are given to support the answer.		Answer is fairly well organized Most information is relevant and accurate. The connection between the new information and the text is not clearly stated. Details/examples given to support the answer are insufficient and/or not entirely appropriate.		The answer is poorly organized. No information is relevant or accurate. Answer does not show connection between the new information and the text. No details/examples are given to support the answer.
	16	12	8	4	0
<b>Language</b>	Correct use of basic language structures. Mostly correct use of advanced language structures. Hardly any errors of mechanics (spelling, punctuation).		Mostly correct use of basic language structures. Incorrect or no use of advanced language structures. Some errors of mechanics (spelling, punctuation).		Incorrect use of basic language structures. Many errors of mechanics (spelling, punctuation).
	4	3	2	1	0

*There is no deduction for answers shorter/longer than recommended length.*

*\* If the content is incorrect the entire answer gets 0. There are no points given for language for an incorrect answer. In-between points can be given.*



## RUBRICS FOR MARKING MODULE D

### RUBRIC 1.1: LOTS QUESTIONS (Question is worth 6 points.)

Criteria	Descriptors		
Content	Answer is correct.	Answer is partially correct.	Answer is incorrect.
	5	3	0
Language	Mostly correct use of grammar and vocabulary.		Incorrect use of grammar and vocabulary.
	1		0

### RUBRIC 1.2: LOTS QUESTIONS (Question is worth 7 points.)

Criteria	Descriptors		
Content	Answer is correct.	Answer is partially correct.	Answer is incorrect.
	6	3	0
Language	Mostly correct use of grammar and vocabulary.		Incorrect use of grammar and vocabulary.
	1		0

*\* If the content is incorrect (0) the entire answer gets 0. There are no points granted for language for an incorrect answer. In-between points can be given.*



### Rubrics for Marking Module D (continued)

#### RUBRIC 2: HOTS QUESTIONS (Question is worth 10 points.)

Criteria	Descriptors				
Content	Answer is correct. The answer includes supporting details/examples when necessary. Message is clear.		Answer is partially correct. The answer does not include sufficient details examples when necessary. Message is partially clear.		Answer is incorrect. The answer is general and does not relate to the text. Message is unclear.
	9	7	5	3	0
Language	Mostly correct use of grammar and vocabulary.		Partially correct use of grammar and vocabulary		Incorrect use of grammar and vocabulary.
	1		0.5		0

*\* If the content is incorrect (0) the entire answer gets 0. There are no points granted for language for an incorrect answer. In-between points can be given.*



**RUBRIC 3: EXTENDED HOTS QUESTION (Question is worth 5 points.)**

Extended HOTS questions are worth 15 points each, 10 points for the answer and 5 points for use of the HOTS.

Note that this rubric should be used *in addition* to the Rubric for HOTS Questions-Module D.

Criteria	Descriptors		
Content	The chosen thinking skill is appropriate. There is appropriate evidence of the use of the thinking skill.	The chosen thinking skill is appropriate. There is partial evidence of the use of the thinking skill.	The chosen skill is appropriate but there is no evidence of its use. OR The chosen thinking skill is not appropriate.
	5	3	0

**Note:** There are no language criteria for this part because language is included in the rubric for HOTS questions.

*If the content of the answer to the HOTS question is incorrect, and has received a 0, do not give points for the use of the thinking skill.*



**Rubrics for Marking Module D (continued)**

**RUBRIC 4: BRIDGING TEXT AND CONTEXT (15 Points)**

Criteria	Descriptors				
<b>Content</b>	Answer is well organized. All information is relevant and accurate. Answer explicitly states the connection between the new information and the text. Details/examples from the text are given to support the answer.		Answer is fairly well organized Most information is relevant and accurate. The connection between the new information and the text is not clearly stated. Details/examples given to support the answer are insufficient and/or not entirely appropriate.		The answer is poorly organized. No information is relevant or accurate. Answer does not show connection between the new information and the text. No details/examples are given to support the answer.
	<b>13</b>	<b>10</b>	<b>7</b>	<b>4</b>	<b>0</b>
<b>Language</b>	Correct use of basic language structures. Mostly correct use of advanced language structures.		Mostly correct use of basic language structures. Incorrect or no use of advanced language structures.		Incorrect use of basic language structures.
	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>

*There is no deduction for answers shorter/longer than recommended length.*

*\* If the content is incorrect the entire answer gets 0. There are no points given for language for an incorrect answer. In-between points can be given.*



## RUBRICS FOR MARKING MODULE B

### RUBRIC 1: LOTS QUESTIONS FOR MODULE B Summative Assessment (Question is worth 7 points.)

Criteria	Descriptors		
Content	Answer is correct.	Answer is partially correct.	Answer is incorrect.
	7	4	0

### RUBRIC 2: LOTS QUESTIONS FOR MODULE B Summative Assessment (Question is worth 8 points.)

Criteria	Descriptors		
Content	Answer is correct.	Answer is partially correct.	Answer is incorrect.
	8	4	0

### RUBRIC 3: HOTS QUESTIONS FOR MODULE B Summative Assessment (Question is worth 10 points.)

Criteria	Descriptors			
Content	Answer is correct. Student answered according to instructions.	Answer is partially correct. Student partially answered according to instructions.	Answer is incorrect. Student did not answer according to instructions.	
	10	8	5	3

\* *In-between points can be given.*



**RUBRIC FOR POST-READING GRADED COMPONENT – Module F**

Criteria	Descriptors		
<b>Content</b>	Instructions for task were followed. Content is clearly based on the text. All information is relevant and accurate. Content is well organized.	Instructions for task were partially followed. Content is partially based on the text. Some information is relevant and accurate. Content is fairly well organized.	Instructions were not followed. Content is not based on the text. Information is irrelevant or inaccurate Content is poorly organized.
	80%	40%	0%
Language	Correct use of basic language structures. Mostly correct use of advanced language structures. Hardly any errors of mechanics (spelling, punctuation)	Mostly correct use of basic language structures. Incorrect or no use of advanced language structures. Some errors of mechanics (spelling, punctuation).	Incorrect use of basic language structures. Many errors of mechanics (spelling, punctuation).
	20%	10%	<b>0%</b>

**Reminder:** When using the Post-reading activity as a graded component, the rubric used to grade must be included in the Log.



**RUBRIC FOR POST-READING GRADED COMPONENT – MODULE D**

Criteria	Descriptors		
<b>Content</b>	Instructions for task were followed. Content is clearly based on the text. All information is relevant and accurate. Content is well organized.	Instructions for task were partially followed. Content is partially based on the text. Some information is relevant and accurate. Content is fairly well organized.	Instructions were not followed. Content is not based on the text. Information is irrelevant or inaccurate Content is poorly organized.
	90%	45%	0%
<b>Language</b>	Correct use of basic language structures. Mostly correct use of advanced language structures. Hardly any errors of mechanics (spelling, punctuation)	Mostly correct use of basic language structures. Incorrect or no use of advanced language structures. Some errors of mechanics (spelling, punctuation).	Incorrect use of basic language structures. Many errors of mechanics (spelling, punctuation).
	10%	5%	<b>0%</b>

**Reminder:** When using the Post-reading activity as a graded component, the rubric used to grade must be included in the Log.





**RUBRIC FOR POST-READING GRADED COMPONENT – MODULE B**

<b>Criteria</b>	<b>Descriptors</b>		
<b>Content</b>	Instructions for task were followed. Content is clearly based on the text. The message is clear. All information is relevant and accurate.	Instructions for task were partially followed. Content is partially based on the text. The message is partially clear. Some information is relevant and accurate.	Instructions were not followed. Content is not based on the text. The message is not clear. Information is irrelevant or inaccurate
	<b>100%</b>	<b>60%</b>	<b>0%</b>

***Note that module B is graded for content alone. No points are deducted for language.***

***Reminder:*** When using the Post-reading activity as a graded component, the rubric used to grade must be included in the Log.



**RUBRIC FOR BRIDGING TEXT AND CONTEXT GRADED COMPONENT MODULE F**

<b>Criteria</b>	<b>Descriptors</b>		
<b>Content</b>	<p>Answer is well organized. All information is relevant and accurate. Answer explicitly states the connection between the new information and the text. Details/examples from the text are given to support the answer.</p>	<p>Answer is fairly well organized Most information is relevant and accurate. The connection between the new information and the text is not clearly stated. Details/examples given to support the answer are insufficient and/or not entirely appropriate.</p>	<p>The answer is poorly organized. No information is relevant or accurate. Answer does not show connection between the new information and the text. No details/examples are given to support the answer.</p>
	80%	40%	0%
<b>Language</b>	<p>Correct use of basic language structures. Mostly correct use of advanced language structures. Hardly any errors of mechanics (spelling, punctuation).</p>	<p>Mostly correct use of basic language structures. Incorrect or no use of advanced language structures. Some errors of mechanics (spelling, punctuation).</p>	<p>Incorrect use of basic language structures. Many errors of mechanics (spelling, punctuation).</p>
	20%	10%	0%

*There is no deduction for answers shorter/longer than recommended length.*

**Reminder:** *When using the Bridging Text and Context activity as a graded component, the rubric used to grade must be included in the Log.*



**RUBRIC FOR BRIDGING TEXT AND CONTEXT GRADED COMPONENT MODULE D**

<b>Criteria</b>	<b>Descriptors</b>		
<b>Content</b>	<p>Answer is well organized. All information is relevant and accurate. Answer explicitly states the connection between the new information and the text. Details/examples from the text are given to support the answer.</p>	<p>Answer is fairly well organized Most information is relevant and accurate. The connection between the new information and the text is not clearly stated. Details/examples given to support the answer are insufficient and/or not entirely appropriate.</p>	<p>The answer is poorly organized. No information is relevant or accurate. Answer does not show connection between the new information and the text. No details/examples are given to support the answer.</p>
	90%	45%	0%
<b>Language</b>	<p>Correct use of basic language structures. Mostly correct use of advanced language structures. Hardly any errors of mechanics (spelling, punctuation).</p>	<p>Mostly correct use of basic language structures. Incorrect or no use of advanced language structures. Some errors of mechanics (spelling, punctuation).</p>	<p>Incorrect use of basic language structures. Many errors of mechanics (spelling, punctuation).</p>
	10%	5%	0%

*There is no deduction for answers shorter/longer than recommended length.*

**Reminder:** *When using the Bridging Text and Context activity as a graded component, the rubric used to grade must be included in the Log.*



## CRITERIA FOR EVALUATING PERSONAL RESPONSE TO PROVIDE FEEDBACK TO STUDENTS

### CRITERIA FOR MODULE D AND MODULE F

<b>Criteria for Module D and Module F</b>	<b>✓ ✕</b>
<b>Relevancy to questions</b> Answer relates to the question	
<b>Relevancy to literary text</b> Answers reflect understanding of the literary text	
<b>Application of HOTS</b> Explanation of applying HOTS to their lives and their learning	
<b>Personal Perspective</b> Answers clearly include a personal perspective regarding issues such as identifying with the text, character	
<b>Length</b> At least 100 words	
<b>TOTAL</b>	

### CRITERIA FOR MODULE B

<b>Criteria for Module B</b>	<b>✓ ✕</b>
<b>Can be written in L1 (Hebrew/Arabic)</b>	
<b>Relevancy to questions</b> Answer relates to the question	
<b>Relevancy to literary text</b> Answers reflect understanding of the literary text	
<b>Application of HOTS</b> Explanation of applying HOTS to their lives and their learning	
<b>Personal Perspective</b> Answers clearly include a personal perspective regarding issues such as identifying with the text, character	
<b>TOTAL</b>	

The English school coordinator needs to send the form **Approval of the School's Literature Program** (below), according to their regional English inspector's instructions. Click [here](#) for an editable WORD file.



**APPROVAL OF THE SCHOOL'S LITERATURE PROGRAM FOR MODULE F**

**Internal Exam**                       **LOG**

Name of School: \_\_\_\_\_ Semel #: \_\_\_\_\_

Name of Teacher: \_\_\_\_\_ Fax number of school: \_\_\_\_\_

Module F				
Genre	Name of Literary Text	Author	On the Approved Text List	
			Yes	No
One Play or Novel				
Three Short Stories				
Two Poems				

Name of Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Principal: \_\_\_\_\_ Date: \_\_\_\_\_

\*\*\*\*\*

The Literature program is:  Approved                       Not Approved

Comments:            Date: \_\_\_\_\_

Name of English Inspector: \_\_\_\_\_ Signature: \_\_\_\_\_



## APPROVAL OF THE SCHOOL'S LITERATURE PROGRAM FOR MODULE D

Internal Exam

LOG

Name of School: \_\_\_\_\_

Semel #: \_\_\_\_\_

Name of Teacher: \_\_\_\_\_

Fax number of school: \_\_\_\_\_

Module D				
Genre	Name of Literary Text	Author	On the Approved Text List	
			Yes	No
Three Short Stories				
Three Poems				

Name of Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Principal: \_\_\_\_\_ Date: \_\_\_\_\_

\*\*\*\*\*

The Literature program is:  Approved  Not Approved

Comments:

Name of English Inspector: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## APPROVAL OF THE SCHOOL'S LITERATURE PROGRAM FOR MODULE B

Name of School: \_\_\_\_\_

Semel #: \_\_\_\_\_

Name of Teacher: \_\_\_\_\_

Fax number of school: \_\_\_\_\_

Module B				
Genre	Name of Literary Text	Author	On the Approved Text List	
			Yes	No
Two Short Stories				
One Poem				

Name of Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Principal: \_\_\_\_\_ Date: \_\_\_\_\_

\*\*\*\*\*

The Literature program is:  Approved  Not Approved

Comments:

Name of English Inspector: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## SAMPLING OF LOGS/INTERNAL EXAMS

Throughout the year the High School and Literature counselors will visit the schools and sample LOGS and Internal Exams.

Schools need to keep samples of exams and LOGs for a year after the students' grades have been handed in to the Testing Department.

## SAMPLING OF EXAMS

2 stages

Stage 1: The exam paper needs to be sent to the counselor to be checked before the students do the exam.

Stage 2: The students' marked exams may be sampled.

Teachers should send the exam paper to the counselor before they visit the school.

After the school is sampled, reports are written and sent to the principal and the coordinator by email.

## CRITERIA FOR APPROVING LITERARY TEXTS FOR MODULES D AND F

The choice of the literary texts must be based on the criteria set by the English Inspectorate:

<b>Criteria</b>	<b>Explanation</b>
Authentic	Text has not been simplified or abridged.
Language	The text was written originally in English. The language of the text is accessible.
Literary Merit	The text was written by a recognized, published author. The literary text enriches students and encourages them to respond to the text. Re-readings of the text reveal multiple interpretations.
Universality	Themes of the text span place and time.
Length	Length of texts should be comparable to the length of the texts in the original core program.





State of Israel - Ministry of Education  
Pedagogical Secretariat - Language Department  
**English Language Education**

Teachers can choose any of the texts that are on the approved list on the Ministry site. If they wish to teach a text that is not on the list, follow the instructions below. Be sure the text requested is NOT on the REJECTED list, before submitting requests.

*If teachers are interested in teaching a text that does not appear on the approved list, they can submit a request to Simone Duval at [duv.sim18@gmail.com](mailto:duv.sim18@gmail.com) to add it to the list.*

Requests should be submitted from July 30<sup>th</sup> until November 30<sup>th</sup>.

The original literary piece or link must be attached to the email, in order for the literary piece to be considered for approval.

### APPROVAL OF THE SCHOOL'S LITERATURE PROGRAM

The English school coordinator needs to send the form **Approval of the School's Literature Program** (follows), according to their regional English inspector's instructions. Click [here](#) for an editable WORD file.



## CRITERIA FOR APPROVING LITERARY TEXTS FOR MODULE B

Teachers might want to teach a program of literary texts that is based on a theme.

The choice of the literary texts must be based on the criteria set by the English Inspectorate:

<b>Short Story</b>	
<b>Criteria</b>	<b>Explanation</b>
Length	The length of the text is at least 900 words.
Language	The language of the text is accessible.
Literary merit	The text was written by a recognized, published author.  The literary text enriches students and encourages them to respond to the text.
Universality	The themes of the text span place and time.
Authentic	The story was written originally in English and has been simplified or abridged.

<b>Poetry</b>	
<b>Criteria</b>	<b>Explanation</b>
Language	The language of the text is accessible.
Literary merit	The text was written by a recognized, published poet.  The literary text enriches students and encourages them to respond to the text.
Universality	The themes of the text span place and time.
Authentic	The poem was written originally in English.