



# מיצ"ב

## מחווון למבחן באנגלית



כיתה ח | טור א | פנימי

The following pages provide the transcript for the listening comprehension tasks (Task 1 & Task 2) and the scoring key for the internal English Meitzav exam. The scoring key includes explanations regarding the performance levels in each question and various examples of pupils' answers.

### General Information:

- In the column labeled "Possible Values", the values or range of values are scoring options for pupils' answers (these values can also be found in the scoring page). For example, if the possible value range is 0–2, the scoring options are zero points, one point or two points. If the possible value range is 0,2, the scoring options are either zero points or two points with no intermediate points.
- If it is not clear how to assess an answer, and there is no example in the scoring key similar to the pupil's answer, make a reasonable decision to determine the score for this answer.
- If changes have been made to the exam administered at the school, make sure to update the scoring key accordingly.
- The professional staff at the school may adjust the scoring key at their discretion according to the instructional emphases in class.

**Note:** After the external Meitzav exam results are published, it will be possible to combine the national averages (norms) data in the "Meitzavit" so that the school will be able to compare the achievements of its pupils to the norms. This comparison is valid only if the pupils took the full exam, and it was assessed according to the scoring key as it is presented here.



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- For multiple-choice questions (MC):

For questions with more than one answer marked by the pupil, when only one answer was required, give zero points.

- For closed questions (CL):

Follow the instructions in the scoring key.

- For open-ended questions (OP):

1. Give an appropriate score based on the scoring key.
2. Do not deduct points for grammar or spelling mistakes unless indicated.
3. Only accept answers that are based on the text.
4. If an answer includes both correct and incorrect information, give 0 points.
5. If a question requires only one answer but more than one answer is given, grade as follows:
  - ◆ If all answers are correct, give full points.
  - ◆ If one answer is correct and one is incorrect, give 0 points.
6. In some questions, the assessment guidelines or acceptable answers are separated by a semi-colon ";" or a slash "/". A semi-colon separates complete acceptable answers and a slash separates acceptable words within an answer.
7. In some questions, part of the answer is in parentheses "( )". This is an optional addition to an acceptable answer.
8. The handwritten examples are genuine pupils' answers as written by the pupils' themselves.

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Listening Comprehension Transcript: Task 1

**קריין:** שלום תלמידים. המבחן באנגלית מתחיל בשתי משימות בהבנת הנשמע.  
משימה מספר אחת.

אתם עומדים לשמוע שיחה בין אמיר ובין יסמין.  
קראו את שאלות 1 עד 6 לפני שתשמעו את השיחה.  
הקשיבו לשיחה. אתם תשמעו את השיחה פעמיים.

**Yasmin:** Hi Amir, how are you? I heard you were away on vacation with your family.

**Amir:** Hi Yasmin. I went camping with my dad and my brother.

**Yasmin:** Where did you go camping?

**Amir:** We went to the beach. We swam, read books, built sand castles and spent time together.

**Yasmin:** That sounds like fun. What was the best part of your vacation?

**Amir:** The best part was finding a ring.

**Yasmin:** A ring? How did you find a ring?

**Amir:** I was helping my brother build a sand castle. While we were digging in the sand, I saw something shiny. It was an old gold ring.

**Yasmin:** What did it look like?

**Amir:** It was made of gold and there was something written on it in a strange old language that is not used anymore.

**Yasmin:** How did you know it was an old language?

**Amir:** We took it to the History Museum after our vacation and showed it to an expert. He said that the ring was over two thousand years old from Roman times and that the writing was the name of the person the ring belonged to. The expert told us that rich Roman men wore these rings so people would know that they were important.

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- Yasmin:** So in Roman times, rings were a sign that people wearing them were important.
- Amir:** Exactly.
- Yasmin:** It's amazing that just by looking at the ring, the expert knew that it belonged to a rich Roman man. Did you keep the ring?
- Amir:** No. We couldn't keep it. If you find something really old somewhere in Israel, it belongs to the State of Israel.
- Yasmin:** I didn't know that if you find something old it belongs to the state. So what does the state do with it?
- Amir:** The State of Israel gives the ring to the museum for people to see.
- Yasmin:** I should go and see it at the museum. Bye, Amir; it was good to see you.
- Amir:** Bye, see you at school.

**קריין:** ענו באנגלית על השאלות לפי מה ששמעתם.

עכשיו תשמעו את השיחה פעם נוספת.

זו הזדמנות טובה לבדוק את התשובות שלכם.

בדקו את התשובות שלכם.

עברו למשימה מספר שתיים.

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## Listening Comprehension Transcript: Task 2

**קריין:** משימה מספר שתיים.

אדם מדבר לפני הכיתה.

קראו את שאלות 7 עד 12 לפני שתשמעו את דבריו.

הקשיבו לקטע. אתם תשמעו את הקטע פעמיים.

My name is Adam and I want to tell you a story about a mistake I made.

My story begins when I decided to do sports. I started running because I thought it would be a good sport to do. At first, I couldn't run very far, but with time and practice I got better. So when a friend asked me if I wanted to run in a 10 kilometer race with him, I said yes. I had a few weeks to get ready for my first race, and I knew I could do it.

The day of the race arrived. I was very excited because this was my first race. My friend and I arrived at the race area early in the morning, so we could warm up. It is important to warm up before you run so your legs won't hurt.

When we finished warming up, the runners were called to the starting line where the race begins. I went there. There were a lot of people around me, and I couldn't find my friend.

When the race began, I started running without him. The weather was good, the crowd was happy, and I was running. I thought it would take me about an hour to finish the race, but after an hour and a half, I was still running! So I asked a man running next to me where the finish line was. I was really surprised when he told me that it was still far away. I realized that I was running in the wrong race. I was tired, but I felt that I could run to the finish line.

I finally got to the finish line. I planned on running 10 kilometers; however, I made a mistake and ended up running more than 20 kilometers, which is a half marathon. I didn't think I could run such a long race, but I am proud that I did. It was a mistake with a happy ending, and I even got a medal. I'm happy I was able to finish the race, but I will not make that mistake again.

**קריין:** ענו באנגלית על השאלות לפי מה ששמעתם.

עכשיו תשמעו את הקטע פעם נוספת.

זו הזדמנות טובה לבדוק את התשובות שלכם.

בדקו את התשובות שלכם.

סיימנו את החלק הראשון של המבחן.

עברו לשאר המשימות.

בהצלחה!

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TASK 1: Access to Information from Spoken Texts (AIST)															
Item #	Item Type	Scoring Key	Possible Values												
1	MC	1 = (d) a beach 0 = other	0,1												
2	MC	1 = (c) building a sand castle 0 = other	0,1												
3	MC	2 = (c) a Roman man 0 = other	0,2												
4	MC	2 = (a) the state 0 = other	0,2												
5	CL	<table border="1"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Amir went camping with a friend.</td> <td></td> <td>✓</td> </tr> <tr> <td>Amir lost his ring in the sand.</td> <td></td> <td>✓</td> </tr> <tr> <td>The ring was from Roman times.</td> <td>✓</td> <td></td> </tr> </tbody> </table> <p>2 = three correct answers 1 = two correct answers 0 = one correct answer or less</p>		True	False	Amir went camping with a friend.		✓	Amir lost his ring in the sand.		✓	The ring was from Roman times.	✓		0–2
	True	False													
Amir went camping with a friend.		✓													
Amir lost his ring in the sand.		✓													
The ring was from Roman times.	✓														
6	OP	2 = Any answer that shows understanding that the ring will be on display at the museum.  E.g., for the ring; to see the ring; because the ring is at the museum; ring.  0 = other	0,2												

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<b>TASK 2: Access to Information from Spoken Texts (AIST)</b>			
<b>Item #</b>	<b>Item Type</b>	<b>Scoring Key</b>	<b>Possible Values</b>
7	OP	1 = do sports; sports 0 = other	0,1
8	MC	2 = (c) run in a race with him 0 = other	0,2
9	MC	2 = (b) It was his first race. 0 = other	0,2
10	MC	1 = (c) to warm up for the race 0 = other	0,1
11	MC	2 = (d) the finish line was far away 0 = other	0,2
12	MC	2 = (a) He ran in the wrong race. 0 = other	0,2

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<b>TASK 3: Access to Information from Written Texts (AIWT)</b>			
<b>Item #</b>	<b>Item Type</b>	<b>Scoring Key</b>	<b>Possible Values</b>
13	OP	4 = Any answer referring to the reports being false, surprising or funny.  E.g., The reports are not true; they are false reports; They are all unusual and surprising.  <b>Note:</b> accept answers relating to the reports being old.  2 = Any answer referring to 'playing tricks on each other'.  0 = other	0,2,4
14	MC	4 = (d) to ask how to grow pasta trees  0 = other	0,4
15	OP	3 = Any answer referring to a change in the way we tell time.  E.g., A new way to tell time; A day is 10 hours long instead of 24; Each hour is 100 minutes.  0 = other	0,3
16	OP	3 = Any answer referring to the purple sand; the island suddenly appearing in the sea.  E.g., That the island had purple sand; It suddenly appeared.  0 = other	0,3
17	MC	3 = (c) the report from 1977  0 = other	0,3
18	MC	3 = (b) because it could be April Fool's Day  0 = other	0,3



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TASK 4: Access to Information from Written Texts (AIWT)															
Item #	Item Type	Scoring Key	Possible Values												
19	MC	3 = (a) lived 0 = other	0,3												
20	OP	3 = Any answer referring to Reeve collecting money for the research center; writing the book "Still Me". E.g., He collected money for them; He wanted to open a research center; He wrote a book. 0 = other	0,3												
21	MC	3 = (a) is the same person after the accident 0 = other	0,3												
22	MC	3 = (d) Paragraph 2 is about difficulties and paragraph 3 is about possibilities. 0 = other	0,3												
23	CL	<table border="1"> <thead> <tr> <th></th> <th>There is an answer in the text</th> <th>There isn't an answer in the text</th> </tr> </thead> <tbody> <tr> <td>In what year did Reeve publish his book?</td> <td></td> <td>✓</td> </tr> <tr> <td>How many Superman movies did Reeve star in?</td> <td>✓</td> <td></td> </tr> <tr> <td>Who helped Reeve after his accident?</td> <td></td> <td>✓</td> </tr> </tbody> </table> <p>4 = three correct answers 2 = two correct answers 0 = one correct answer or less</p>		There is an answer in the text	There isn't an answer in the text	In what year did Reeve publish his book?		✓	How many Superman movies did Reeve star in?	✓		Who helped Reeve after his accident?		✓	0,2,4
	There is an answer in the text	There isn't an answer in the text													
In what year did Reeve publish his book?		✓													
How many Superman movies did Reeve star in?	✓														
Who helped Reeve after his accident?		✓													
24	MC	4 = (c) Reeve was a great person. 0 = other	0,4												

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<b>TASK 5: Written Presentation (WP)</b>			
<b>Item #</b>	<b>Item Type</b>	<b>Scoring Key</b>	<b>Possible Values</b>
25CA Communicative Ability	OP	See instructions below.	0–6
25VO Vocabulary	OP	See instructions below.	0–3
25AC Accuracy	OP	See instructions below.	0–9
25LE Length	OP	See instructions below.	0–2
<p>Assess pupils' writing according to the rating scales below. Grades are given for Communicative Ability (0–6), Vocabulary (0–3), Accuracy (0–9), and Length (0–2) for the entire task.</p> <p><b>Note 1:</b> The intermediate levels are for levels of writing that fall between the detailed descriptions in Communicative Ability and Accuracy.</p> <p><b>Note 2:</b> If the content isn't relevant to the instruction, give 0 for all criteria.</p>			

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<b>Communicative Ability</b>	
<ul style="list-style-type: none"> <li>All information is relevant to the topic</li> <li>Message is clear and easy to follow</li> </ul>	6
	5
<ul style="list-style-type: none"> <li>Information is relevant to the topic, but limited</li> <li>Message is mostly clear and organized</li> </ul>	4
	3
<ul style="list-style-type: none"> <li>Information is limited and / or mostly irrelevant to the topic</li> <li>Message is difficult to follow</li> </ul>	2
	1
<ul style="list-style-type: none"> <li>Does not write in English</li> <li>Only copies instructions</li> </ul>	0

<b>Vocabulary</b>	
<ul style="list-style-type: none"> <li>Vocabulary is varied and appropriate</li> </ul>	3
<ul style="list-style-type: none"> <li>Vocabulary is appropriate</li> </ul>	2
<ul style="list-style-type: none"> <li>Vocabulary is limited</li> </ul>	1
<ul style="list-style-type: none"> <li>Writes isolated words</li> <li>Only copies instructions</li> </ul>	0

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<b>Accuracy</b>	
<ul style="list-style-type: none"> <li>• Correct simple sentence structure (subject, verb, and correct word order)</li> <li>• Mostly correct use of compound or more complex sentences, if attempted</li> <li>• Mostly correct subject–verb agreement, tense, pronouns, articles and prepositions</li> <li>• Mostly correct spelling, punctuation, and capitalization</li> </ul>	9
	7–8
<ul style="list-style-type: none"> <li>• Partially correct simple sentence structure (subject, verb, and correct word order)</li> <li>• Errors in complex sentences, if attempted</li> <li>• Some errors of subject–verb agreement, tense, pronouns, articles and prepositions</li> <li>• Occasional errors in spelling, punctuation and capitalization</li> </ul>	6
	4–5
<ul style="list-style-type: none"> <li>• Mostly incorrect simple sentence structure (subject, verb, and correct word order)</li> <li>• Many errors of subject–verb agreement, tense, pronouns, articles and prepositions</li> <li>• Many errors in spelling, punctuation, and capitalization</li> </ul>	3
	1–2
<ul style="list-style-type: none"> <li>• Not enough language to assess accuracy</li> <li>• Does not write in English</li> <li>• Writes isolated words</li> <li>• Only copies instructions</li> </ul>	0

<b>Length</b>	
<ul style="list-style-type: none"> <li>• Writes at least 70 words</li> </ul>	2
<ul style="list-style-type: none"> <li>• Writes between 60–69 words</li> </ul>	1
<ul style="list-style-type: none"> <li>• Writes 59 words or less</li> <li>• Only copies instructions</li> </ul>	0

For scoring examples of the written presentation task see appendix.

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TASK 6: Access to Information from Written Texts (AIWT)			
Item #	Item Type	Scoring Key	Possible Values
26	MC	3 = (a) art that is easy to understand 0 = other	0,3
27	MC	4 = (d) because it wasn't garbage, it was really art 0 = other	0,4
28	OP	3 = Any coherent sentence supporting the pupil's opinion that includes a feeling and an explanation of it.  E.g., I think that Damien Hirst felt very bad because someone accidentally threw his art to the trash; I think he was happy because the cleaner actually thought that the art was real; I think he felt that his art is good because people thought what he wanted them to think; I think he felt ashamed, because the cleaner thought it's trash and actually it's something that means a lot to him; I think he was happy his art was found.  0 = other	0,3
29	OP	3 = Any answer that refers to the fact that the cake was an art creation / not meant to be eaten.  E.g., Because it was art; because it's not for eating.  0 = other	0,3
30	OP	4 = Any answer referring to both works of art being modern artworks / hard to recognize / mistaken for something else / almost destroyed.  E.g., Both present part of the artists' lives; People almost broke them; They both look really real.  0 = other; answers referring to the artists themselves and not to their art creations.  E.g., Damien and Karin are modern artists.	0,4
31	MC	3 = (c) you don't have to be an artist to make modern art 0 = other	0,3

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Appendix

Scoring Examples of the Written Presentation Task

## Example 1

Heloy, my name is xxxx, I live in xxxx. My life is not good. in my country every one teenagers. My life is not good. I don't like my life. the people of the country very opset.

The people don't knoy what to do with every think. no body not working. Every day we playing soceer and basket ball. this is began to boring. now we try to back to life beter wite adults and family.

(76 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0–6	4	The information is very limited yet relevant to the topic and the message is clear.
<b>Vocabulary (VO)</b>	0–3	1	The vocabulary is limited and repetitive.
<b>Accuracy (AC)</b>	0–9	4	Most sentence structures are correct yet very simple. Some spelling and capitalization errors, e.g., knoy, beter, wite.
<b>Length (LE)</b>	0–2	2	The pupil wrote enough words.

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Example 2

Hi, I think that leaving whit just a teenagers is great but you always have the other side of it. It great because you dont need to learn. But, we (the teenagers) cant leav withote adults, It's hard, you need to do everything on your own. The people of this contry will be nice and will leave in a big houses, we will have a great party every night and always we will be happy. I will like to leave in that contry becaus adults are boring and "eating your had" about what to do and what not to do. for a week it will be fan, week in a mounth. thank you for reading!

(115 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0–6	6	Information is relevant to the topic. Message is mostly clear and easy to follow.
<b>Vocabulary (VO)</b>	0–3	3	Vocabulary is varied and appropriate.
<b>Accuracy (AC)</b>	0–9	5	Mostly correct simple sentence structure. Errors in complex sentences. Some errors in subject verb agreement, articles e.g., a big houses, a teenagers. Many errors in spelling, punctuation and capitalization e.g., leav, contry, mounth.
<b>Length (LE)</b>	0–2	2	The pupil wrote enough words.

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Example 3

My life in the no - adolts - country is horrrable becus ther are no adolts How can protect as from the ather stas and cauntrys and we are always under atteks and we are in asirias comunntiy proablam because the "Arsim" are getting bigger in number every day i hate to live here siens all of the teen agers are stuped and get things in very agresiv way and tnows How use thare mind are not rulling the cuntry

(78 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0–6	4	Information is relevant to the topic. Message is mostly clear but sometimes difficult to follow.
<b>Vocabulary (VO)</b>	0–3	2	Varied but not always appropriate e.g., arsim.
<b>Accuracy (AC)</b>	0–9	4	Partly correct compound sentence. No punctuation at all. Many errors in spelling, punctuation and capitalization e.g., siens, thare, how, i.
<b>Length (LE)</b>	0–2	2	The pupil wrote enough words.



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Example 4

County with not adults is wonderful. ever morning all the people (teenager) wakes up and eating candies. then, we going to work. my job is flying with my laser unicorn and fight criminals. at night, all the people going to the center of country and celebrate. so I love my country. everyone love it. Oh, I forgot, we have a lot of restdurants and stores and we don't need money, all is free, free!!! Now I can finish my day.

(79 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0–6	5	Information is relevant to the topic. Message is mostly clear and easy to follow.
<b>Vocabulary (VO)</b>	0–3	3	Vocabulary is varied and appropriate.
<b>Accuracy (AC)</b>	0–9	4	Mostly correct use of compound sentences. Many errors in spelling, punctuation and capitalization e.g., ever, my job. Some errors in subject verb agreement e.g., all the people going.
<b>Length (LE)</b>	0–2	2	The pupil wrote enough words.

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## Example 5

If I was live in country where there are only teenagers I think the teenagers way do all the time party and go to sleep after 12:00 and do what they want. I think I was go to my frineds very day and stay tear.

(45 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0–6	4	Information is relevant but limited. Message is mostly clear.
<b>Vocabulary (VO)</b>	0–3	1	Vocabulary is limited.
<b>Accuracy (AC)</b>	0–9	3	Mostly incorrect sentence structure. Many errors in subject verb agreement, Errors in spelling e.g., way, frineds, tear.
<b>Length (LE)</b>	0–2	0	Wrote only 45 words.

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Example 6

I think that in this country I will be really happy because I would be free to do what I think it right for me and do my own things in place that no one can tell me to do something else. the peoples there are happy because they are feeling free and everybody can do what they are think is right for them, some of the teenagers will be sad because they will want some adult that will tell them what to do but I think that in the end everybody will be happy their.

(96 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0–6	6	Information is relevant to the topic. Message is clear and easy to follow.
<b>Vocabulary (VO)</b>	0–3	3	Varied and appropriate.
<b>Accuracy (AC)</b>	0–9	8	Correct simple sentence structure. Mostly correct use of compound sentences. No punctuation. Some errors in subject verb agreement, tense, e.g., are feeling Mostly correct spelling, capitalization e.g., their, peoples.
<b>Length (LE)</b>	0–2	2	The pupil wrote enough words.