

The Computerized Oral Bagrut Exam (COBE) – 2020 (016587 - same semel shaylon, Table of Specifications and marking Rubrics for 4 and 5 point students)

This document explains the Computerized Oral Bagrut Exam (COBE) by reviewing the parts of the exam, including its Table of Specifications (ToS) and Rubrics. In addition, this document will have sample questions and answers to the different parts of the exam as well as some ideas you can use to prepare students for the exam.

Starting this school year, 2019-2020, all students' taking their bagrut exam in oral proficiency will be tested via the Computerized Oral Bagrut Exam (COBE). A likeable and friendly avatar, Alphi, accompanies the students throughout the exam, explaining what has to be done, and asking the questions the students are required to answer. Alphi reminds the students to record their answers, reminding them that one sentence is not enough as a response, and tells them when to move on and what has to be done next at each stage. Alphi also gives words of encouragement to the students throughout the exam.

In each part of the exam, students will be asked a set of two questions on the same topic. The students are then to record their answers onto the computer. It is crucial that students record their answers for all the questions in the set in one recording without stopping the recording between answers. If students record multiple recordings for an answer, only the first two will be checked without deductions (See chart below). Students may revise their responses if necessary by deleting the recording they want to revise and re-recording their answers but they have to mind the clock so they will be able to complete the exam. The entire exam has a time limit of 30 minutes. It is important to emphasize the students have to be able to pace their work correctly within the allotted 30 minutes.

Only in Part B of the exam is there a time minimum of one minute for the responses. In all other sections the response must be detailed and complete but the time factor is not taken into consideration when grading.

In order for students to score full points, students must provide in-depth, clear answers using appropriate language and vocabulary. In-depth answers include detailed explanations and detailed examples to support their answers (See Rubrics). Example questions and answers for each part of the exam are provided below.

Both four and five point students take the same exam (semel shaylon 016587) and are graded using the same rubric. The aim of the COBE is to provide an opportunity for a more objective, fair and accurate assessment of students' English speaking abilities by minimizing the effects of the human factor involved in face to face testing.

To enable the students to reach the highest level of oral ability they are capable of, it's vital that students get plenty of in-class practice The final part of this document provides some ideas for practice activities and tasks which can be implemented in the classroom.

Grading: Grades are given based upon the student’s communicative ability and accuracy for each question set. Refer to the rubrics below for a complete understanding of the grading system.

Rubrics 2020 - FOUR & FIVE Point COBE: Computerized Oral Bagrut Exam – 016587

Criteria	Value	100-76*	75-51*	50-26*	25-0*
Topic Development (Extended answers) ** / ***	50%	Answers: -are relevant to topic asked -are logically organized -are well developed (in-depth, including <u>detailed</u> explanations/ examples to <u>support</u> answers)	Answers: -are mostly relevant to topic asked -are logically organized for the most part -are mostly developed (but not in depth or detailed, only including explanations / examples to <u>support</u> answers)	Answers: - are somewhat relevant to the topic asked - are partially organized -lack development (no explanations /examples information to support answer)	Answers: -mostly irrelevant to topic -lack organization -lack development -no depth, explanations and examples
Delivery (Clarity and Fluency) ** / ***	10%	Speech: - is comprehensible (pace, intonation and word stress allow for clear and easy comprehension) - has almost no hesitations	Speech: - is mostly comprehensible (pace, intonation and word stress allow for clear and easy comprehension for the most part) - has some hesitations	Speech: - is partially comprehensible (pace, intonation and word stress make it difficult to comprehend) - has many hesitations	Speech: - is incomprehensible (pace, intonation, and word stress are unintelligible) - is mostly hesitant
Vocabulary ** / ***	25%	Answers include: -correct and varied use of appropriate words, chunks and expressions	Answers include: -mostly correct and mostly varied use of appropriate words, chunks and expressions	Answers include: -partially correct and some inappropriate use of words, chunks and expressions	Answers include: -mostly incorrect and repetitive use of words, chunks and expressions
Language ** / ***	15%	Answers include: - correct use of appropriate language structures - only the use of English (other than religious holidays and national celebrations)	Answers include: - mostly correct use of appropriate language structures - only the use of English (other than religious holidays and national celebrations)	Answers include: - partial use of appropriate language structures with many errors - only use of English (other than religious holidays and national celebrations)	Answers include: -mostly incorrect use of inappropriate language structures - use of languages other than English (other than religious holidays and national celebrations)

*In-between grades can be given.

** Deduct points for length of answer as per the table below.

*** Deduct points for number of questions answered in set as per table below

A minimum time limit of one minute is relevant only for the response in Part B. All other responses must be detailed and complete, but there is NO time minimum.

Length of Student's Answer in Part B	Deduction from grade given from ALL criteria
Between 1:00-2:00 minutes	0 (give full points)
0:50 – 1:00	5%
0:40 – 0:49	10%
0:16 – 0:39	20%
Below 0:15	100%

Further Guidelines:

Students' answers provide:	Grade awarded:										
multiple files	Grade according to chart: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Number of files</th> <th>Deduction from grade given from ALL criteria</th> </tr> </thead> <tbody> <tr> <td>1-2</td> <td>0 (give full points)</td> </tr> <tr> <td>3-5</td> <td>50%</td> </tr> <tr> <td>6-8</td> <td>75%</td> </tr> <tr> <td>More than 8</td> <td>100%</td> </tr> </tbody> </table>	Number of files	Deduction from grade given from ALL criteria	1-2	0 (give full points)	3-5	50%	6-8	75%	More than 8	100%
Number of files	Deduction from grade given from ALL criteria										
1-2	0 (give full points)										
3-5	50%										
6-8	75%										
More than 8	100%										
responses only to part of the questions asked in the set	Grade according to chart: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Answered</th> <th>Deduction from points given to Topic Development ONLY</th> </tr> </thead> <tbody> <tr> <td>All questions in set</td> <td>0 (give full points)</td> </tr> <tr> <td>Only one question</td> <td>50%</td> </tr> </tbody> </table>	Answered	Deduction from points given to Topic Development ONLY	All questions in set	0 (give full points)	Only one question	50%				
Answered	Deduction from points given to Topic Development ONLY										
All questions in set	0 (give full points)										
Only one question	50%										
use of foul language, cursing or swearing	0 for entire section										
an empty file	0 for entire section										
unintelligible language	0 for entire section										
answers not in English	0 for entire section										

The Structure of the Exam

The exam is divided into three parts, (Part A) **Personal Response to Prompt -25 points** (Part B) **Project/ Bridging Project Presentation to Prompt 25 points**, and (Part C) **Response to an Audio-Visual Prompt-50 points**

Part A- Personal Response to Prompt-25 points

Part A includes one task. Students are presented with a choice of two topics. They choose one topic and respond to a set of 2 questions about that topic. They should not respond to both topics, although they should listen to both before choosing which one they want to respond to. They must answer in depth in one recording.

See Table of Specifications below.

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>Personal Response to Prompt:</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>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 (such as holidays, customs, traditions, etc.) ● express and support 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 (such as friendship, ambitions, reflections, possibility, etc.) 	<ul style="list-style-type: none"> ● Advertising ● Animals ● Education ● Fame and celebrities ● Favorite books and movies ● Food ● Free time activities ● Friendship ● Future plans ● Games ● Health ● Hobbies and habits / routines ● Holidays and customs ● Hometown ● Languages ● Music ● Personal belongings ● Personal strengths and weaknesses ● Professional ambitions ● Reflection on personal experiences ● Respect ● Role models ● School ● Sports ● Suggesting individual/ community change ● Technology ● Transportation ● Vacations ● Volunteering

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

Example Questions and Answer Key for Part A:

Part A Question Set 1 (Q1):

Tell me where you live and a little bit about the place. What is your favorite place in your hometown? Explain why.

Answer: The answer must flow as one continuous cohesive response, not short answers per question.

The students should describe what their neighborhood / city/ hometown / village looks like and what's there, special places, etc. They should also relate to what their favorite place in their hometown is and explain why, supporting it with an example or an explanation.

NOTE: The students must relate to all the questions asked.

Part A Question Set 2 (Q2):

Describe your volunteering experience in high school. Do you think you will continue volunteering in the future as a result of your volunteer work in high school? Explain.

Answer: The answer must flow as one continuous cohesive response, not short answers per question.

The students should describe their volunteering experience in high school, good or bad, explaining what they did, where and what their duties were. They should then relate to their experience there and if they see it as something they might like to continue doing in the future. Their answer could be either positive or negative, and it must be supported by examples and explanations to justify their choice. Their answer cannot be a simple 'yes' or 'no', it must include an explanation.

NOTE: The students must relate to all the questions asked.

Part B - Project / Bridging Project Presentation to Prompt: 25 points

Part B includes one set of 2 questions relating to the student’s project. They must answer both questions in depth in one recording. The students are expected to respond to what is asked in the question set and not provide a monologue which may or may not relate to what was asked of them. It’s vital they listen to the specific questions directed at them and relate to those questions in their answers.

Table of Specifications - 2020
COBE: Computerized Oral Bagrut Exam: Four & Five Points, 016587

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>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 choices, 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 in the text 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 reasons 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 their thoughts about further study on their topic ●draw conclusions <p>Or</p> <ul style="list-style-type: none"> ●can explain how the new 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 ●Topic related to literary piece ●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

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

Example Questions and Answer Key for Part B:

Part B Question Set – Relating to the Students' Projects (Q3):

What was your project about and what were you hoping to learn from it? What did you already know about the topic you chose, and did you find out you were right? Explain through examples from your project.

Answer: The answer must flow as one continuous cohesive response, not short answers per question.

The students should state what their project was about and what they were hoping to learn by researching this topic. In addition, they should discuss if there was anything they already knew and found out their prior knowledge was correct or not. If they didn't know anything about the topic, they should state that as well. Their response must include examples from their project to support what they are discussing.

NOTE: The students must relate to all the questions asked

Part C - Response to an Audio-visual Prompt: 50 points

Part C includes an audio-visual prompt followed by two question sets (25 points each), Questions 4 and 5, each to be recorded separately, in the corresponding section. The first set of questions (Q4) is at level 1 (slightly easier) and the second set of questions (Q5) is level 2 (slightly more challenging – see Table of Specifications). The responses must be in depth and detailed for each question set in one recording.

It is very important that the students view the audio-visual prompt through to the end, prior to responding to the first set of questions. They are able to view the clip as many times as they like, but they must keep track of time.

Table of Specifications - 2020
COBE: Computerized Oral Bagrut Exam: Four & Five Points, 016587

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	Audio-visual prompt followed by set of questions, level 1: 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	Intermediate: The student can: <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 ● sequence and summarize ● relate details of unpredictable situations ● agree/disagree ● give advice and suggestions 	Possible Audio-Visual Themes: <ul style="list-style-type: none"> ● Formal and informal social interactions in a variety of situations ● Various social and/ or personal dilemmas, problems or conflicts Possible Questions: <ul style="list-style-type: none"> ● Making plans and arrangements ● Comparing and contrasting ● Persuading ● Making suggestions ● Solving problems ● Making decisions ● Distinguishing different perspectives ● Reacting to different perspectives ● Generating possibilities ● Summarizing ● Explaining patterns ● Using given information for different purposes ● Evaluating ● Inferring ● Sequencing ● Predicting
25 pts		Audio-visual prompt followed by a set of extended questions, level 2: Students respond in depth, to set of questions relating to the audio-visual prompt higher level (level 2) in one recording	Proficiency: The student can: <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 ideas as to what could be done next ● generate ideas for solutions to problems ● synthesize and draw conclusions ● hypothesize and generate possibilities 	

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

Example Questions and Answer Key for Part C:

Based on Practice Test A: Video clip – [Share Care Joy](#)

Part C, first question set (Q4):

Many things happened in the clip. *Describe the events in the clip you just watched. What is the outcome of these events?*

Answer: The answer must flow as one continuous cohesive response, not short answers per question.

The answer should include at least a description of the main events in the clip to show understanding of the main events and the outcome of those events at the end of the clip.

Part C, second question set (Q5):

How do you think the boy feels at the end of the clip? Explain. If you were the boy, what would you do with the money? Explain.

Answer: Their answer should present an opinion relating to how the boy feels at the end of the clip as a result of his actions.

Their answer should be supported by information from the clip if possible. The answer should also include a personal reaction to the situation presented in the clip, stating what they would do and why, supporting it with an example or an explanation.

Part	Question	Content that Needs to be in the Answer for a 100% Extended Answer Grade
A	<u>Question #1 & #2</u>	<ul style="list-style-type: none"> • <i>Students need to choose one set (#1 OR #2) and answer both questions (in the set) with an in-depth detailed answer relating to what was asked in ONE recording.</i>
	<u>Question #3</u>	<ul style="list-style-type: none"> • <i>Students need to answer both questions (in the set) with an in-depth detailed answer relating to what was asked specifically about their projects in ONE recording.</i>
C	<u>Question #4 Level 1 Questions</u>	<ul style="list-style-type: none"> • <i>Students need to describe all major events in the clip in detail, providing as much information as possible and to answer the additional question, in ONE recording.</i>
	<u>Question #5 Level 2 Questions</u>	<ul style="list-style-type: none"> • <i>Students need to give an in-depth detailed answer to both questions in the set relating to what was asked in ONE recording.</i>

Key words students should know:

prompts
 in depth
 detailed
 solution
 resolution
 except for
 even though
 resources
 conflict
 classmate
 explain
 experience
 dilemma

Some Ideas for Preparing Students for the Cobe

Further Resources

The exam covers multiple aspects of oral communication in English, such as speaking about oneself, presenting information as an expert on researched information and responding to impromptu audio-visual stimuli. The *English Curriculum 2020*, which is in line with the CEFR (Common European Framework of Reference for Languages), has adopted an action-oriented approach and defines *can-do statements*. These statements describe what the language learners can do with the language at each stage of their language acquisition process. To help students reach these goals, do well on the exam and become more fluent speakers, action-oriented activities must be an integral part of daily lesson plans. The following article offers information and activities: <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>

Useful resources to facilitate social interaction in classrooms can be taken from RAMA's Ask Kit http://cms.education.gov.il/EducationCMS/Units/Rama/AarachaBeitSifrit/Erka_Safa_Dvora.htm which has numerous oral interaction tasks ready to be implemented in class. The ASK Kit is designed at a number of levels, and even though it focuses on the junior high school level, it could be easily implemented at any grade level. Furthermore, the ASK Kit has research based explanations to help the teacher teach social interaction skills more effectively. For instance, in order to focus teachers on the various aspects of the speaking process, the following is presented.

“Speaking is a complex process that involves a range of sub-skills. Speakers must ‘...simultaneously attend to content, ... syntax, ... vocabulary, ... the sound system and prosody...’ (Hinkel, 2006, p. 114). Speakers also must have knowledge of a wide range of phonological and syntactic features of the language and of oral genres (Butler, 2000). Within oral interaction,

‘The speaker must monitor what she has just said to determine whether it matches her intention while she is uttering her current phrase and monitoring that, simultaneously planning her next utterance and fitting that into the overall pattern of what she wants to say, and monitoring as well as the reception of her performance on a listener’ (Douglas, 1997; 3)” (RAMA, 2012, p.10).

Using that knowledge, teachers can pinpoint challenging areas of social interaction their students are experiencing difficulty with. For example, a student may not understand the content/ situation of the interaction resulting in the use of inappropriate syntax, difficulty planning the next step of the conversation. These circumstances occur in the classroom when practicing social interaction. The teacher can help students think up ways to deal with these issues.

Additional teaching sources may be found in:

- the approved books for the Keep Talking Program
- on the [Inspector’s Site](#):
 - Keep Talking site (by clicking on the icon)
 - Penny Ur’s publication on how to get large groups of students talking

* For further information about the COBE click on the orange index on the left side of the Stay Up to Date page

BAGRUT-> ORAL EXAM->[Computerized Oral Exam](#)

All materials you use should be compatible with updated official information and guidelines* (see above)

References

National Authority for Measurement and Evaluation in Education (RAMA), 2012. Assessment of Speaking Kit (ASK).

The Role of the Teacher

B.

The teacher has many roles within the context of speaking instruction.

- organizer- setting tasks and activities and engaging students
- facilitator-eliciting and providing vocabulary, word chunks, formulaic language and grammar structures appropriate for the tasks and activities.
- observer- analyzing and determining the cause of breakdowns in communication, providing assistance when necessary
- assessor- providing meaningful feedback and recording their performance (Ask Kit, 2012, p.16).

Preparing for the COBE:

- Keep calm and confident and keep students calm and confident by showing them you believe in them.
- Remember and remind students that the 30 minute limit is **much longer** than the length of time needed (see ToS).
- Help students use appropriate English they already own with confidence (especially for weak students)
- Stay up to date on the Chief Inspector's Site * (see above) .
- Study the Rubric (2 pages **including charts**) and Table of Specifications , go over and explain them to your students so you both know which criteria they are being evaluated by and how they are expected to answer.
- Try the test out with your staff before you present it to the students, if possible.
- Present the COBE exam on the inspector's site (see above) to your students while modeling the answers to the

questions. Make sure you draw students' attention to the instructions that Alphie gives guiding them through the test. It is not a waste of time. It is reassuring.

- Remember and remind students that they are being tested on their ability to speak freely and fluently so their responses have to provide more than a single sentence. They need to explain and elaborate to show fluency and oral abilities.
- Practice in class and have students practice at home (recording themselves on their phones or on their computers) to achieve oral proficiency.

During the COBE

Students **must** bring their identity card into the room with them. **No additional material or aids** (projects, notes, any kind of dictionaries, phones, paper and pencils etc.) **are allowed in the room.** Students must keep track of the time limit of 30 minutes. Due to the nature of the exam, it's up to the student to talk as they won't be prompted by an examiner. It is vital that your students provide **in-depth** answers **explaining, exemplifying and elaborating** so that the markers can evaluate their spoken language properly and accurately. They should listen very carefully, repeatedly if necessary, answer and record the answers to all questions in a set in **one** recording and follow Alphie's instructions. They should refrain from using the stop button. However, they may hesitate to allow themselves time to think (for communication repair) while they are speaking (See rubric and chart).

Classroom Based Ideas

In the case of oral language production and use, the more practice the students get, the more proficient they will become. It's important to include speaking activities as many times a week as possible. Below are some suggestions for simple to apply activities.

a. Walkabouts

- Each student gets a page / card to fill in on a topic that is relevant to the topic of the lesson. It could be about a piece of literature, a topic of discussion, an opening to a new topic, a review topic.
- The idea is to collect information from the class.
- The students have to ask their classmates the questions presented on the page they got. This of course is done in English.
- When everyone has found the information, they share it.
- Then the students report their findings.
- Could be done in groups as a form of collecting information and presenting results.

b. Role Play Situations

- The teacher gives information to the students such as who they are and what the situation is and students act it out.
- The situations can be imaginary or real.
 - For example:

- Student A: You are the CEO of a large company and you are looking for a new assistant. You want someone who knows how to dress well and behave in a respectful manner. Furthermore you want someone who is a hard worker and very ambitious.
- Student B: You are looking for a job where you can earn a lot of money easily and without working too hard. You have an interview to be an assistant at a large company. You wear your new T-shirt and your best pair of jeans.



c. Pair Work Activities

- The Clock: The students are given tasks / topics of discussion / questions to present to each other in pairs. To get the pairs set up though, the students have to set up 'appointments' with other students using a clock sheet:
- They are to walk around the classroom and find 12 students with whom to book their appointments.
- Once they all have appointments, you have to tell them what time it is. They then meet their partner for that appointment at the time you've stated and they have to perform the task that you present for that time period.
- They are given 2-5 minutes to perform the task before you tell them what time it is and they have to switch partners.
- The topics could be anything that is relevant to the lesson you are teaching:
 - practicing vocabulary words, chunks and expressions as well as grammatical structures
 - discussing literature
 - expressing opinions on topics at hand

d. Stand Up, Hand Up, Pair Up

- This could be done for any topic or any structure you want to practice.
- You can prepare cards to match up in pairs or give them a question that has to be asked and answered with at least three classmates.
- How:
 - You say: Stand up. Hand up.
 - The students stand up and put their hands up for a 'high five'.
 - They are to then greet their partner with a high five and either start talking or see if their cards match. If they do, they start doing the task. If not, then they keep looking.
 - You give them 2 minutes to discuss the topic at hand with this partner and then they switch partners.
 - This is then repeated again, thus providing each student with three partners to discuss the topic presented.
 - When they sit down, have the students report what they learned from their partners.

We wish you and your students the best of luck on this exam.

The COBE Team