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

4 -POINT BAGRUT *HANDBOOK* DECEMBER 2020

INTRODUCTION

December, 2020

Dear Teachers,

I am happy to provide the necessary information required to complete the 4- point modular Bagrut test successfully, all in one handbook. This handbook includes the content and the format of the four modules that comprise the 4-point assessment level.

Although the revised curriculum, Independent User I (proficiency level), which describes the exit level at the end of high school for 4-point Bagrut, is not yet available, this booklet already presents the necessary global and overall can-do statements that target the requirements and goals for learning, teaching and assessing English at the 4-point level.

I hope you will find this handbook useful, well-organized, and beneficial in promoting students' success in their English language studies and assessment.

Sincerely,

Dr. Tziona Levi

Chief Inspector for English Language Education

Please note: This handbook is for students taking the 4-point matriculation exams while they are in high school. For external examinees or those making up grades (mishne examinees), please refer to the document explaining external requirements and material as it appears on the English Inspectorate Site.

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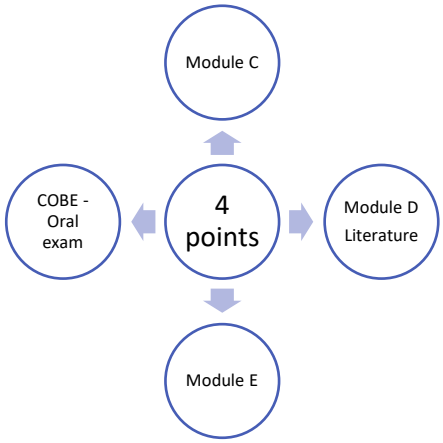
THE COMPONENTS OF THE 4-POINT ENGLISH BAGRUT



THE STRUCTURE OF THE 4-POINT ENGLISH BAGRUT

Module	Module C	Literature Module D	Module E	COBE - Computerised Oral Bagrut Exam
Exam number	016382	016483	016481 E pilot: 016471	016487 E pilot with listening 016486
Percentage of final grade	27%	26%	27%	20%
Bagrut exam and annual grade (shnati)	Bagrut exam 70% Annual grade 30%	School internal grade 100%	Bagrut exam 70% Annual grade 30%	Bagrut exam 70% Annual grade 30%
Components	Reading Comprehension 70%	Literature 80%: •3 short stories •3 poems	Reading Comprehension 70%	Personal response - 2 questions
	Writing 30%	4 book reports 20%	Listening Comprehension 30% OR Pilot E - vocabulary 30%	Project - prompted presentation and interaction
				Clip - Prompt - 2 sets of questions

HIGH SCHOOL ENGLISH STUDIES PLANNER

The following tool can be used to help you organize and plan English studies at your school. There are a few options available. Students can be tested in any order.

In order to complete the 4-point Bagrut, students must complete Modules C, D, E and the COBE. They may be tested in any order; however, it is highly recommended that they begin the testing process with Module C and work their way up to Module E and the COBE. Module D should be studied for at least two years of high school.

Requirements	**10th grade**		**11th grade**		**12th grade**	
	Winter	**Summer**	**Winter**	**Summer**	**Winter**	**Summer**
Module C **016382**	4 point students cannot begin taking bagrut modules before the summer of their 11th grade.					
Module E ***016481***						
Literature Module D ***016483*** ***4 book reports*** ***3 short stories*** ***3 poems***						
Project						
COBE ***16487*** ***16486 (Pilot E)***	Students can do the COBE as of winter of 12th grade					

- *The project must be completed before the oral exam.*

Links to past exams and scoring guidelines can be found on the Bagrut section of the *Stay Up To Date* site:

MODULE C – GUIDELINES AND TABLE OF SPECIFICATION

Reading Comprehension 70%

Writing 30%

READING COMPREHENSION

CAN-DO STATEMENTS:

WRITTEN RECEPTION: BASIC USER I & II (REVISED CURRICULUM 2020)

- Can differentiate between main ideas and supporting details in factual texts
- Can understand texts on familiar matters of a concrete type which consist of Band I and II vocabulary
- Can understand the main points made in informational texts that deal with concrete everyday topics (hobbies, sports, leisure activities, animals)
- Can identify and exploit text type and rhetorical structures, such as discourse and transition markers, in written texts to support comprehension

TABLE OF SPECIFICATION:

1 text	• 70% of the grade • Up to 300 words • 8 - 10 questions
Text types	• article • descriptive text such as personal account / human-interest article • informative text • report • review such as book, film
Task types	• graphic organizers such as time lines, tables • multiple-choice • open-ended • sentence completion

WRITING

CAN-DO STATEMENTS:

WRITTEN PRODUCTION: BASIC USER II (REVISED CURRICULUM 2020)

Can plan and write conventional texts, for example informative and descriptive texts, showing an awareness of established text conventions, sequencing information for specific text types, and using vocabulary from Bands I and II

TABLE OF SPECIFICATION:

1 composition	• 30% of the grade • 70 - 90 words
Composition types	• opinion • description • informal letter

- ✓ *Please note that Module C can be taken starting from the summer of 11th grade and not before.*
- ✓ *Time allotted: 1 hour and 30 minutes*
- ✓ *For questions worth 5-7 points: 1 point deducted for grammar*
- ✓ *For questions worth 8 - 10 points: 1-2 points deducted for grammar*
- ✓ *No points deducted for spelling*
- ✓ Links to past exams and scoring guidelines can be found on the Bagrut section of the Stay Up To Date site.

MODULE C WRITING RUBRIC (CLICK HERE FOR FURTHER DETAILS)

CRITERIA	CORRECT	PARTIALLY CORRECT	MINIMALLY CORRECT	INCORRECT
CONTENT AND ORGANIZATION	• on topic • information is relevant • content is understood • text is well organized	• partially on topic • information is partially relevant • content is partially understood • text is partially organized	• minimally on topic • information is minimally relevant • content is minimally understood • text is minimally organized	• not on topic • information is not relevant *In most cases, when both the above bullets are applicable, it will result in zero for the entire task.*
10	10	7	3	0
VOCABULARY	• correct use of words • appropriate use of instances of language chunks and phrases (such as phrasal verbs and collocations)	• partially correct use of words • partially appropriate use of instances of chunks and phrases	• minimally correct use of words • minimally appropriate instances of language chunks and phrases	• incorrect use of words • inappropriate use of chunks and phrases
8	8	5	2	0
LANGUAGE USE	correct use of: • basic tenses and/or basic language structures • word order • pronouns and prepositions	partially correct use of: • basic tenses and/or basic language structures • word order • pronouns and prepositions	minimally correct use of: • basic tenses and/or basic language structures • word order • pronouns and prepositions	incorrect use of: • basic tenses and/or basic language structures • word order • pronouns and prepositions
8	8	5	2	0
MECHANICS	correct use of: • spelling • punctuation, capitalization no run-on sentences	partially correct use of: • spelling • punctuation, capitalization some run-on sentences	minimally correct use of: • spelling • punctuation, capitalization frequent run-on sentences	incorrect use of: • spelling • punctuation, capitalization consistent use of run-on sentences
4	4	2	1	0

MODULE D – LITERATURE PROGRAM - GUIDELINES AND TABLE OF SPECIFICATION

Internal Literature Program - 80%

Extensive Reading - 20%

See the different options, guidelines, approved literary pieces and assessment options for the Module D literature program on the Stay Up To Date site and the Portal.

List of approved texts for 4 and 5 points

LITERATURE PROGRAM AND EXTENSIVE READING

CAN-DO STATEMENTS:

SPOKEN PRODUCTION: INDEPENDENT USER I (REVISED CURRICULUM 2020)

Can reasonably sustain a straightforward description on a variety of subjects within his/her area of interest, presenting it in a coherent sequence using level-appropriate language (vocabulary and grammar)

WRITTEN RECEPTION: INDEPENDENT USER I (REVISED CURRICULUM 2020)

Can read texts on familiar subjects and/or of interest and containing level-appropriate language (vocabulary and grammar) with an adequate level of comprehension

WRITTEN PRODUCTION: INDEPENDENT USER I (REVISED CURRICULUM 2020)

Can write straightforward connected texts on familiar subjects and/or topics of interest, by linking shorter discrete elements into a coherent sequence using level-appropriate language (vocabulary and grammar)

MEDIATION: INDEPENDENT USER I (REVISED CURRICULUM 2020)

Can play a supportive role in interaction, contribute, and express his/her suggestions and invite other people to do the same

Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, provided that he/she can check the meaning of certain expressions

TABLE OF SPECIFICATION:

Literature	• 80% of the grade
Literary texts	• 3 short stories • 3 poems
Text types	• Only literary texts that appear on the list of approved texts on the Ministry site for that level may be used for the literature program.
Extensive reading	• 20% of the grade • 4 book reports

MODULE E – GUIDELINES AND TABLE OF SPECIFICATION

Reading Comprehension 70% of final grade	Listening Comprehension OR Vocabulary (Pilot E) 30% of final grade

READING COMPREHENSION

CAN-DO STATEMENTS:

WRITTEN RECEPTION: INDEPENDENT USER I (REVISED CURRICULUM 2020)

Can read texts on familiar subjects and/or of interest and containing level-appropriate language (vocabulary and grammar) with an adequate level of comprehension

TABLE OF SPECIFICATION:

1 text	• 70% • Up to 300 words • 8 - 10 questions
Text types	• article • informative text such as advertisement, advice column, brochure, newsletter • interview • letter such as letter to the editor, letter of complaint • report • review such as book, film • text such as personal account/ human interest article
Task types	• graphic organizers such as time lines, tables • multiple-choice • open-ended • sentence completion • true/false with justification

Please note that there is a pilot Module E underway that includes a vocabulary section in place of the listening comprehension. The listening comprehension is incorporated into the COBE exam for students taking the Module E pilot. Additional information can be found here.

LISTENING COMPREHENSION

CAN-DO STATEMENTS:

SPOKEN RECEPTION: INDEPENDENT USER I (REVISED CURRICULUM 2020)

Can understand the main points and some details of clearly articulated standard speech on concrete and abstract familiar matters regularly encountered in school, leisure etc.

TABLE OF SPECIFICATION:

1 text	• 30% of exam • 4 minutes long • 4 - 6 questions
Text types	• advice column • conversations with listeners • interview • lecture • news broadcast • report • speech
Task types	• fill-ins • multiple-choice • open-ended • sentence completion

- ✓ *Time allotted: 1 hour and 15 minutes*
- ✓ *for questions worth 5-7 points: 1- 2 points deducted for grammar errors*
- ✓ *for questions worth 8 - 10 points: 2 – 3 points deducted for grammar errors*
- ✓ *no points deducted for spelling errors*
- ✓ Links to past exams and scoring guidelines can be found on the Bagrut section of the Stay Up To Date site.

PROJECT WORK – GUIDELINES

In Module C or E annual grade:

The project is worth 20 - 30%

In the COBE Oral Exam:

The project interaction and presentation is worth 25%

PROJECT WORK

CAN-DO STATEMENTS:

WRITTEN PRODUCTION: INDEPENDENT USER 1 (REVISED CURRICULUM 2020)

Can write straightforward connected texts on familiar subjects and/or topics of interest, by linking shorter discrete elements into a coherent sequence using level-appropriate language (vocabulary and grammar)

MEDIATION: INDEPENDENT USER I (REVISED CURRICULUM 2020)

Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, provided that he/she can check the meaning of certain expressions

PROJECT GUIDELINES

- Pupils must complete their projects before taking the oral exam.
- Projects are worth 20% - 30% of the annual school grade for 4 points. This provides students with an opportunity to earn a better annual school grade (tsiyun shnati) in Module C or E.
- Tasks should be clear, demands reasonable and assessment transparent.
- **Note:** Students who move from 5 points to 4 points do not have to write an additional project. These students will receive an additional 10 points on their 4 - point project grade.
- The recommended number of lessons for doing project work in the classroom is eight but more work is usually required individually or in small groups.
- The length of the project (the written and oral presentation) depends on:
    - whether the pupils are doing the project individually, in pairs or in groups
    - the nature of the project
    - the level of the class

For further information and ideas on the project please check the icon for Digital Projects on the Stay up to Date site.

SUGGESTED RUBRIC FOR ASSESSING THE 4-POINT PROJECT

Evaluation Criteria	Quality and Rating		
Content	Includes all the required components. All elements of the task are addressed. Content is relevant clear, organized, and coherent.	Includes most of the required components. Partially addresses elements of the task. Content is mostly relevant, comprehensible, organized, and coherent.	Includes few of the required components. Minimally addresses elements of the task. Content is somewhat irrelevant, unclear, incomprehensible, lacks organization.
	50	25	10
Oral and written sources and resources.	Includes the required number of sources or resources. A list of sources and resources is included. Sources are relevant and integrated coherently.	Includes less than the required number of resources. A list of some of the sources and resources is included. Some of the sources are relevant and integrated.	No sources or resources included. No list of the sources and resources is included.
	20	12	4
Language	Mostly appropriate use of word order and language structures. Mostly appropriate use of vocabulary Mostly correct spelling, punctuation, and paragraphing.	Some appropriate use of word order and language structures. Some appropriate use of vocabulary. Partially correct spelling, punctuation and paragraphing.	Inappropriate and/ or incorrect sentence structure. Limited and/or inappropriate vocabulary, Frequent mistakes in spelling, punctuation and paragraphing.
	20	12	4
Reflection	Reflection shows understanding of the process and personal outcomes of the project	⟹	No reflection handed in
	10	5	0

- In-between grades can be given
- If the students worked in groups up to 3, the reflection should relate to the group work.
- This rubric can be adjusted to fit specific projects and topics done with students. Additional ideas for adapting rubrics can be found here.

COBE – COMPUTERIZED ORAL BAGRUT EXAM – GUIDELINES AND TABLE OF SPECIFICATION

Spoken Interaction | Spoken Production

SPOKEN INTERACTION AND PRODUCTION

CAN-DO STATEMENTS: INDEPENDENT USER I (REVISED CURRICULUM 2020)

Can exploit a wide range of simple language to deal with most familiar situations. Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events)

Can reasonably sustain a straightforward description on a variety of subjects within his/her area of interest, presenting it in a coherent sequence using level-appropriate language (vocabulary and grammar)

All information can be found in the detailed guidelines document.

TABLE OF SPECIFICATION:

Part A - Spoken Production - Personal Response	• 25 points • 2 - 3 minutes for listening, viewing questions and answering • Students are presented with a choice of two topics. They are asked **to choose one** and respond to a set of thematically related questions in detail, in order to talk about the topic presented in a single recording.

POSSIBLE TOPICS:

- 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

Part B - Spoken Production - Project / Bridging Project

- 25 points
- 1 - 2 minutes speaking time is required
- Students are asked a set of questions relating to their project which they must answer in depth **in ONE recording**

POSSIBLE TOPICS AND REASON FOR CHOICE:

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
- How the project influenced them
- How the project helped them better understand the literary text

Reflections on:

- Challenges of the work
- Teamwork vs. individual work
- Finding information on the topic
- Writing up their project
- Learning and language skills
- Personal achievement and feeling

PART C:

Rubrics for the COBE exam – 4 points.

Part C - Response to audio visual prompts

- 50 points - 2 sets of questions
- 4 - 5 minutes for viewing and answering all questions
- Part 1 - 25 points - Audio-visual prompt followed by set of questions, level 1 (basic-understanding):
  - *respond to a set of questions after viewing the audio-visual prompt in ONE recording, e.g., a video, animated clip*
  - *a conversation, an interview, a talk, a presentation*
- Part 2 - 25 points - Audio-visual prompt followed by a set of extended questions, level 2 (interpretation):
  - *respond in depth, to a set of questions in ONE recording*

POSSIBLE THEMES AND QUESTIONS:

- Possible themes for clips:
  - Formal and informal social interactions in a variety of situations
  - Various social and/or personal dilemmas, problems or conflicts
  - *Various formats of interaction and presentation*
  - *Reacting to lectures and speeches*
- Possible questions:
  - Wh- questions
  - Making plans and arrangements
  - Comparing and contrasting
  - Persuading
  - Making suggestions
  - Solving problems
  - Making decisions
  - Giving instructions and how-to guides
  - Sequencing
  - Summarizing
  - Distinguishing and/or reacting to different perspectives
  - Using given information for different purposes

CALCULATION OF THE SCHOOL GRADE – ANNUAL GRADE (ציון בית ספרי)

School grades in English are reflective and not predictive. The school grade reflects each student's work and achievements and is not intended to predict the grade they will receive on their external examination. On the other hand, there should not be a discrepancy of more than 15% between the average grade for the entire school and the average exam grade.

Module C

Bagrut Exam 70% of total bagrut grade

School grade 30% of total bagrut grade

- 70 - 80% exams, quizzes, teacher's evaluation
- 20 - 30% project *if not included in module E*

Module D

School grade 100%

- 4 book reports- 20%
- Literature program - 80%

Module E

Bagrut Exam 70% of total bagrut grade

School grade 30% of total bagrut grade

- 70 - 80% exams, quizzes, teacher's evaluation
- 20 - 30% project *if not included in module C*

Oral Exam

Bagrut Exam 70% of total bagrut grade

School grade 30% of total bagrut grade

- 70% grades and tasks
- 30% matkonet

REPORTING THE INTERNAL GRADES

In order for you to be able to submit all the grades on the Marvad app, you and all the teachers on your English staff need to be registered and approved in the experts database (מאגר מומחים) of the Marvad http://experts.education.gov.il/Account/Login

Which grade?	Where?	When?
016483 **Internal Literature** **Module D**	The final grade for Module D is reported on the school grading software (Mashov/ Manbasnet) and then when you receive the Marvad app the same grade is submitted on the Marvad app.	The final date to hand in the Literature grades for Module D will be announced each year.

Please check the Stay Up To Date site regarding the submission of grades for 07 students.

RESOURCES FOR TEACHING 4 POINTERS:

- Mikud – Focus for Corona Times
- Previous exams
- Ladders
- National Broadcasts
- Band III vocabulary (under revision)
- Literature handbook
- The English Portal
- Module C – writing rubric
- COBE – Computerised Oral Bagrut Exam
- Reading for Pleasure (extensive reading)
- Assessment Guidelines, 2001 – additional ideas for projects and rubrics
- Getting Students to Talk in English: A Practical Guide (posted September 2018)

GLOSSARY

- **Can-Do Statements** "define what English language learners can actually do with language in varying situations, for different purposes, and formulated in positive terms at each level along the journey toward English language proficiency". *English Curriculum 2020 For Junior High School*
- **A Table of Specification** is a blueprint or plan of what to include in a test. It lists content, cognitive levels and the number of items on a particular exam.
- **Bagrut / matriculation exam** is a standardized countrywide high-stakes matriculation exam, held toward the end of high school.
- **Module** - a set of parts to make up a whole - for example, Modules C - 016382, Module D – 016483, Module E – 016481 and the COBE exam – 016487 make up the 4-point Bagrut.
- **Modular system** - The Bagrut in English is organized according to segments which add up to complete either a 3 - or 4 - or 5 - point Bagrut certificate.
- **Exam number** Each module is coded according the MOEs coding guidelines. Schools register students according to code numbers rather than letters. Module C- 016382, etc.
- **Final Grade** - The final calculation of the 70% Bagrut grade and the 30% annual school grade is the final grade that appears on the Bagrut certificate.
- **Internal Grade** - The literature modules(016383, 016483, 016583) are graded internally. The grade is then uploaded to the Ministry site. There is no external Bagrut exam in these modules.
- **External Grade**-This refers to the grade that a student earns on the Bagrut exam itself. This is 70% of all modules except literature.
- **30% school grade**-This is the 30% of the final grade of the module being tested.