LITERATURE HANDBOOK

LEVEL A2 - B2

MODULE B 016383
MODULE D 016483
MODULE F 016583

ALIGNED LITERATURE PROGRAM
SEPTEMBER 2025

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1. INTRODUCTION

September, 2025

Dear Teachers,

Teaching literature to English learners is both about meeting curriculum goals and opening doors to imagination, reflection, and expression. Each poem, story, and novel or play we bring into the classroom allows students to experience the world through new voices, while at the same time discovering their own.

The literature program forms the internal assessment component of the Bagrut exam. It is therefore essential that teachers not only understand the principles underlying the teaching of literature within the framework of Curriculum 2020, but also implement the guidelines outlined in this handbook with care and consistency.

This handbook reflects the collaborative effort of several English educators whose expertise and vision shaped its pages. I extend sincere thanks to Carol Wolff, Dr. Elias Farah, Simone Duval, Bari Nirenberg, Aharona Gvaryahu, Shoshi Harris and Sigalit Arditi for their contributions. Your insights have ensured that this guide is both practical and inspiring.

Sincerely,

Dr. Tziona Levi
Director, Department of Languages

2. RATIONALE

The aligned literature program is designed to support language development through exposure to authentic literary texts. By engaging with poems, short stories, and novels or plays from established literary sources, students expand their vocabulary, encounter grammar in meaningful contexts, and gain confidence in communication. At the same time, literature cultivates critical thinking, interpretive skills, and creativity. Within Curriculum 2020, literary reading also plays an important role in Mediation, as it fosters the ability to transform texts into personal understanding and expression—skills that are essential for both spoken and written production.

General Program Goals

- Develop advanced reading comprehension and critical analysis skills
- Improve written and verbal communication about literature
- Promote literary interpretation and encourage creative and critical thinking
- Cultivate appreciation for diverse literary voices and styles

This handbook provides teachers with guidance regarding the requirements of the aligned literature program. Teaching a literature unit according to the curriculum includes structured stages such as pre-reading, while-reading, and vocabulary practice in context. Ultimately, it is the teacher's expertise, creativity, and professional judgment that bring these texts to life in the classroom and enable students to achieve the program's full potential.

3. TEACHING REQUIREMENTS

3.1 CURRICULUM ALIGNMENT

English Curriculum 2020 includes can-do descriptors for the learning of literary and creative texts. Literature is regarded as both a vehicle for language acquisition and a platform for meaningful engagement with texts. Accordingly, the teaching of literature should integrate all communicative language activities within a backward design framework, using the unit planner as the organizing structure. In practice, this means setting clear learning outcomes in advance and then planning classroom activities and assessments that directly support students in reaching those goals.

Unit Planners include:

- The teaching and learning of all communicative language activities (reception and production).
- Suitable can-do descriptors for the learning objectives and formative/summative assessment.

The following documents can help teachers prepare their unit planners.

Can-do statements A2 to B2

A list of suggested can-do statements - generic questions for 3 points

A list of suggested can-do statements - generic questions 4-5 for points

Table of progression

A table with can-do statements from Curriculum 2020 that can **apply to teaching a text** to help you plan your literature program.

Lexical and Grammar Bands

The teaching of literary and creative texts must be purposeful and relevant to allow for meaningful learning and for students to connect to the text.

The literature program plays an essential role in strengthening students' language skills. Therefore, the program should focus on vocabulary from the Lexical Bands and varied grammatical structures in accordance with the Grammar Bands.

Focus on words that are necessary for understanding and/or discussing the text or the theme and words needed for completing the written or oral final task.

Words and expressions that are not frequently used in the language should be *glossed* to support comprehension of the text, but do not need to be explicitly taught.

3.2 POST-READING/BRIDGING

Teachers are encouraged to give students the option to respond to literature in different ways through written or spoken production. Student responses must demonstrate understanding of the text with justification. Any creative artwork must be accompanied by a written or spoken component. The written component must be done in class, individually (not in groups).

The required length of a post-reading/bridging task must be comparable to what is required in the written Bagrut exams.

For **spoken production** tasks, the following must be included in the Log:

- Activity instructions given to students
- The grade allocation according to the official rubric

No more than 2 of the graded tasks for 4-5 points / 1 graded task for 3 points may be oral (spoken production).

Note that only post-reading is relevant to the 3-point Log, as bridging is not included in the 3-point literature program.

Ideas for post-reading tasks can be found in the resources section below and also on the English portal.

3.3 SUMMATIVE ASSESSMENT

In this context, summative assessment is the exam that summarizes a literature unit or units.

Summative assessments must be based on the **can-do descriptors** selected during instruction. The format should provide students with meaningful opportunities to demonstrate their language and understanding of the text.

- ➢ **Open book tests are not permitted**. However, you **may include quotes or short stanzas** on the test **if the questions directly relate to those specific sections** of the text.
- ➢ A summative assessment **must be done in class and individually** (no group or pair work) and graded according to the official rubrics. No take-home tests are allowed.
- ➢ A summative assessment may include **questions on more than one literary piece.**
- ➢ A summative assessment must focus solely on the assigned literary text(s) and should **not include non-literary content.**
- ➢ Do NOT include **vocabulary acquisition-style questions or multiple-choice questions** in summative assessments.
- ➢ The **number of the questions on the exam** is at the discretion of the teacher. Students may **benefit from more questions** worth **fewer points** for each question. All answers must require text-based justification.
- ➢ Teachers determine the **point value** for each question. Note that the **rubrics demand extended answers.**
- ➢ For **3- and 4-point students**, the summative assessment may include **sentence starters** to help students structure their responses. Teachers may provide a word bank of key vocabulary that students are expected to use in their answers.

➤ See the resources section below for sample summative assessments.

> **Students may not be retested on a summative assessment to improve their grades.**

Assessing Students with Special Education Recognition for Oral Testing Accommodations

When assessing these students **orally**, the teacher must:
- Use the **approved literature rubric**.
- Keep a **detailed record** for each student, noting the **questions asked** and how the student met the **grading criteria**. The teacher should write down everything that the student says so that there will be no issues with the grade later on. Alternatively, the teacher can record the student's answers.
- File this documentation in the student's individual folder for **random sampling**.

3.4 LITERARY CONCEPTS

A basic knowledge of literary concepts is necessary for students to be able to understand and talk about literary texts.

The following are partial lists of literary concepts which teachers may find useful. Teachers should incorporate the teaching and spiraling of literary concepts into their literature units when appropriate. Teachers may include other literary concepts which are not on these lists when they see fit.

Literary Concepts for 3 points

Talking about the characters	Hero/heroine	The central male or female character of a literary text. Usually, the hero or heroine has a high moral character and is courageous.
	Character	A person or a thing presented as a person in a literary text.
	Dialogue	The conversations that take place between characters in a literary work of narrative or drama and more rarely, in poetry.
Talking about the plot	Plot	The structure and pattern of events of the story in a narrative or in a drama.
	Climax	This is the point of highest interest, the crisis, and is therefore also at the turning point of the action.

	Conflict	The struggle between opposing forces. At least one of the opposing forces is a character. We designate different kinds of conflict: 1) a struggle against Nature; 2) a struggle against another person; 3) a struggle against society; or 4) a struggle within the person themselves. The two opposing forces of the conflict are the protagonist and the antagonist.
Talking about meaning in language	**Symbolism/symbol**	Something which both represents itself, and also represents an idea, for example, a rose may symbolize beauty.
	Theme	Usually, we can find the theme of a literary work by answering the question: "What is this work about?" The theme looks at the message or general idea of the text.
Terms for narrative texts (novels and short stories)	**Short story**	A short narrative text.
	Setting	The background against which the story unfolds. This includes: 1) the geographic location, scenery and the inside of homes or other places; 2) the social community in which the story unfolds (upper class, working class, etc); and 3) the season or period (the period of the French Revolution in A Tale of Two Cities).
Terms for poetry	**Metaphor**	Describing one thing in terms of something else, e.g., the bronze sun.
	Rhyme	Used in poetry, most often at the end of lines when the last syllables of the words at the ends of the lines share the same sound. For example: *My little horse must think it qu**eer** To stop without a farmhouse n**ear** (*Robert Frost)
	Stanza	An arrangement of a certain number of lines, usually four or more, sometimes having a fixed length, meter, or rhyme scheme, forming a division of a poem.

Literary Concepts for 4-5 points

Talking about the characters	Hero/heroine	The central male or female character of a literary text. Usually, the hero or heroine has a high moral character and is courageous.
	Protagonist	The main character of the story or drama, the hero, who is faced with an opposing force he/she must overcome in order to achieve his/her goal.
	Character	A person or a thing presented as a person in a literary text.
	Stereotype	Presenting a person as if they represent the social group to which they belong, by using physical appearances, accent, clothing, foods, etc. The emphasis on belonging to the group makes the stereotyped person less individualized.
	Dialogue	The conversations that take place between characters in a literary work of narrative or drama and more rarely, in poetry.
	Narrator	The storyteller in a literary text.
	Role	The purpose or function of a character in a literary work.
Talking about the plot	Plot	The structure and pattern of events of the story in a narrative or in a drama.
	Climax	This is the point of highest interest, the crisis, and is therefore also at the turning point of the action.
	Conflict	The struggle between opposing forces. At least one of the opposing forces is a character. We designate different kinds of conflict: 1) a struggle against Nature. 2) a struggle against another person. 3) a struggle against society. 4) a struggle within the person themselves. The two sides of the conflict are the protagonist and the antagonist.

Talking about meaning in language	Symbolism/symbol	Something which is both itself and also represents an idea, for example a rose may symbolize beauty.
	Theme	Usually, we can find the theme of a literary work by answering the question: "What is this work about?" Theme looks at the message or general idea of the work.
	Genre	There are different types of literature categorized by subject matter, form and technique; the following are examples of genres: tragedy and comedy, novel and short story, poetry and prose.
Terms for narrative texts (novels and short stories)	Short story	A short narrative work. The length of a short story varies from one or two pages up to forty pages.
	Setting	The background against which the story unfolds. This includes: 1) the geographic location, scenery and the inside of homes or other places; 2) the social community in which the story unfolds (upper class, working class, etc); 3) the season or period (the period of the French Revolution in A Tale of Two Cities)
	Flashback	Providing information about events that happened before the story begins, usually through the memory of one of the characters or by narrating the events to someone. A flashback interrupts the sequence of events that is happening now in the story or play.
	Novel	A narrative work that tells a story that is quite long, usually at least 100 pages.
	Point of View	The focus from which the story or drama is told. The story can be told 1) by one of the characters who experienced the events, 2) by an all-knowing narrator who knows the 'whole' story, or 3) by a character telling someone else's story.
Terms for Poetry	Metaphor	Describing one thing in terms of something else, e.g., the bronze sun.
	Simile	The resemblance of two things, usually introduced by 'like' or 'as'.

	Rhyme	Used in poetry most often at the end of lines when the last syllables of the words at the ends of the lines share the same sound, homophony. For example: *My little horse must think it qu__eer__* *To stop without a farmhouse n__ear__* (Robert Frost)
	Stanza	A group of lines which form a unit in a poem. This unit usually repeats itself in the poem.

3.5 USING AI

Using AI in Literature Classrooms

The core of literature teaching is helping students connect with stories, think critically, and enjoy meaningful discussions. Technology can support these goals. When used well, technology can enrich understanding.

Use of AI in Literature Assignments

Any assignment that includes AI-generated content (such as a post-reading or a bridging task) must include a clearly explained **in-class component and detailed documentation of the AI prompts used.** Students may NOT submit work generated solely by AI without showing how they used it and what specific instructions were given to the tool.

Teachers should know which AI tools are permitted for class use, as not all tools are approved.

Please refer to the Ministry's current AI Use Guidelines. Approved tools may include Gemini, Google Translate, ChatGPT, Padlet, and MagicSchool, but this list is dynamic and may change.

4. COMPONENTS OF THE PROGRAM

4.1 PROGRAM OVERVIEW

Module	Requirement
Module B	2 Short Stories 1 Poem 2 Book Reports
Module D	3 Short Stories 3 Poems 4 Book Reports
Module F	1 Play/Novel 3 Short Stories 2 Poems 4 Book Reports

This program must be taught over two to three years.

4.2 THE LOG

Note that the Log is now the only option for all levels.

3 points: The final grade consists of:
- 50%: average grade of 2 post-reading tasks
- 30%: 1 summative assessment grade
- 20%: average grade of 2 book reports

4-5 points: The final grade consists of:
- 40%: average grade of 2 summative assessments (one per year)
- 40%: average grade of 6 post-reading/bridging tasks
- 20%: average grade of 4 book reports

Note: Students **may not** improve a grade of a summative assessment.

4.3 GRADE CALCULATION

Excel file for calculating Log grades for Module B
Excel file for calculating Log grades for Module D/F

4.4 APPROVED LITERARY TEXTS

Approved texts for 3 points
Approved texts for 4-5 points

*Please note: Literary texts for 4 and 5 points may **not be simplified or abridged versions** of the original.*

5. ASSESSMENT

All graded tasks and summative assessments must be assessed according to the official rubrics, which should be shared with the students. Note that for summative assessment you should only use the written production rubrics.

3 Points:	**4 Points:**	**5 Points:**
Written Production	**Written Production**	**Written Production**
Spoken Production	**Spoken Production**	**Spoken Production**

6. EXPANDING READING SKILLS

Reading for pleasure provides many benefits for the foreign language learner. It improves language skills and it boosts vocabulary acquisition. In addition, incorporating reading for pleasure into foreign language teaching increases student motivation and confidence in the language and fosters a love of reading. Extensive reading also enhances critical and creative thinking. For these reasons, extensive reading is an integral part of the Bagrut literature program.

Extensive Reading Requirement

Each student is expected to read 2 books for 3 points and 4 books for 4-5 points over a period of two to three years. This counts as 20% of the final literature grade.

Book reports can be oral or written. There is **no formal rubric**, so teachers have flexibility in how book tasks are assessed.

Book reports **do not need to be stored in the students' files**, but teachers must **keep a personal reading record** with titles and grades.

Personal Reading Record for 3 points
Personal Reading Record for 4-5 points

Book Report Guidelines

- **No movie reports** – only books are allowed.

- **Students may choose any book** appropriate to their level. The aim is to promote reading for pleasure, therefore, students should choose books **at a level that they can enjoy.**

- **Comic books** must be full-length stories (e.g., graphic novels or collections). They should have a clear narrative and be published in book format, digital or print.

- Book reports must be completed **in class**.

- Teachers should **allocate class time** for extensive silent reading.

A practical guide handbook to help you:

https://meyda.education.gov.il/files/Mazkirut_Pedagogit/English/readingforpleasure1.pdf

7. RECORD KEEPING

Teachers must keep all students' graded tasks and summative assessments at school. Students' assignments must be graded in a timely fashion and all grades must be recorded in the official school system (for example: Mashov). Do not wait until the end of the program to grade tasks. **The Logs must be kept for a year after students graduate.**

It is recommended to keep a **copy of the literature planner** at school for documentation and reference purposes.

The 3-point Log must include **2 graded tasks and 1 summative assessment.** A teacher *may test more than 1 literary text on a summative assessment*

The 4-5-point Log must include **6 post-reading/bridging tasks** and **2 graded summative assessments. Teachers must NOT test only 1 poem on a summative assessment**, but they may test **1 short story and 1 poem** or **2 poems** on 1 summative assessment. **The summative assessments must be done in two separate years**.

The student's name and the date must be on all graded tasks in their file.

The **Literature Program at a Glance** form must be completed **by each teacher teaching the literature program** and can be updated annually, if needed. This form must be kept on file at the school for review by the English inspectorate upon request.

8. ADDITIONAL INFORMATION

8.1 REPORTING OF GRADES

Submit the grades as soon as they are final, **ONLY** in the 12th grade. Record the grades using the מרב"ד application on your phone or computer.

8.2 MOVING BETWEEN LEVELS

> Teachers may only **submit a literature grade ONCE per student**. After a grade has been submitted, no further grades can be assigned for a higher level. **Teachers must confirm the student's level before reporting the grade**. For example, if a teacher reports a grade for Module B and then decides to move the student to the 4-point level, the system will **NOT allow the teacher to report a grade** for Module D.

To move between Bagrut levels:

When planning the literature program, it is advisable to teach literary texts that are approved for more than one level in order to allow for mobility between levels.

From 3 points to 4 points (Level A2 to B1)

Students must complete ALL the required Module D literature pieces.

From 4 points to 5 points (Level B1 to B2)

If a student has learned **poems/stories that are approved for both levels** a novel/play must be added.

For *each* task completed at the 4-point level, 10 points will be deducted from each graded component. Tasks graded at the 5-point level do not require a deduction.

In addition, please note that every text that appears in the program must be on the approved list for the higher level (i.e., every text that is submitted for 5 points must be on the list of approved texts for 5 points).

From 5 points to 4 points (Level B2 to B1)

For each task completed at the 5-point level, add an additional 10 points. Tasks graded at the 4-point level will not receive the additional 10 points.

From 4 points to 3 points (Level B1 to A2)

Add 10 points to tasks completed at the 4-point level. Tasks graded at the 3-point level will not receive an additional 10 points.

8.3 RANDOM SAMPLING

Students' work must be kept in a file for sampling by the ministry and must be kept for a year **after the student has graduated.**

The final 3-point Log includes:
2 graded tasks (post-reading tasks)
1 graded summative assessment on the short story
The **Literature Program at a Glance** form
Personal Reading Record with grades of 2 book reports

The final 4-5-point Log includes:
6 graded tasks (6 post-reading/bridging tasks)
2 graded summative assessments
The **Literature Program at a Glance** form (**4 points** / **5 points**)
Personal Reading Record with grades of 4 book reports

> ➢ Ensure that all student work is organized and clearly presented for inspection.

> ➢ The **Literature Program at a Glance** planner must be included alongside the students' work.

> ➢ All graded tasks and summative assessments must be clearly dated to indicate when they were done.

> ➢ A teacher's copy of the summative assessments must include the relevant can-do statements that were assessed.

> ➢ If the Log of a student with testing accommodations is sampled, the teacher should add a note with the list of the accommodations.

> ➢ This form will be used to sample Logs.

9. RESOURCES

English Inspectorate Portal: examples of backward design, unit planners and summative assessments that teachers have built.

Literature Unit Planner

https://meyda.education.gov.il/files/Pop/0files/english/Chativa-Elyona/literaturebackwarddesign.pdf

A **table with general can-do statements** from Curriculum 2020 that can apply to teaching a text to help you plan your literature program.

https://meyda.education.gov.il/files/Pop/0files/english/Chativa-Elyona/Candostatementsthatcanapplytoliteraturetexts.pdf

Curriculum can-do statements

https://meyda.education.gov.il/files/Mazkirut_Pedagogit/English/CurriculumTable2020.pdf

A suggested list of 3-point literature can-do statements – generic questions

https://meyda.education.gov.il/files/Pop/0files/english/Chativa-Elyona/3pointLit/Generic-Can-do-questions-learning-assessment-3-points-A2.pdf

A suggested list of 4- and 5-point literature can-do statements – generic questions

https://meyda.education.gov.il/files/Mazkirut_Pedagogit/English/literature22/Candoquestionsforlearningandassessment.docx

Table of progression

https://meyda.education.gov.il/files/Mazkirut_Pedagogit/English/literature22/TablesofProgression.docx

Lexical Bands

https://meyda.education.gov.il/files/Mazkirut_Pedagogit/English/CurriculumTable2020.pdf

Approved Texts for 3 points

https://meyda.education.gov.il/files/Pop/0files/english/Chativa-Elyona/Bagrut/List-Approved-Texts-3-Point-Literature-Program1.pdf

Approved Texts for 4-5 points

https://meyda.education.gov.il/files/Pop/0files/english/Chativa-Elyona/Bagrut/List-Approved-Texts-Logs-4-5Points-Literature-Program1.pdf

Sample Unit Planner: Mama and Her Bank Account

https://meyda.education.gov.il/files/Pop/0files/english/Chativa-Elyona/Bagrut/overviewmama.pdf

A Sample Summative Assessment for "Mama and Her Bank Account"

https://meyda.education.gov.il/files/Pop/0files/english/Chativa-Elyona/3pointLit/Summative-Assessment-A2.pdf

Sample summative Assessment for "Mr. Know All"

https://meyda.education.gov.il/files/Mazkirut_Pedagogit/English/literature22/AssessmentofMrKnowAll.docx

Excel file for reporting Log grades for Module D/F

https://meyda.education.gov.il/files/Pop/0files/english/Chativa-Elyona/Bagrut/Calculation-Revised-Log-ModulesD&F.xlsx

Excel File for reporting Log grades Module B

https://meyda.education.gov.il/files/Pop/0files/english/Chativa-Elyona/Bagrut/Calculation-Revised-Log-ModuleB.xlsx

Reading for pleasure: A practical guide to help you

https://meyda.education.gov.il/files/Mazkirut_Pedagogit/English/readingforpleasure1.pdf

10. REFERENCES

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Spolsky, E. (Chair). (2018). Competence and confidence: Learning English with literary texts. *Report of the External Academic Committee on Teaching Literature within the English Language Program of the Ministry of Education* [Draft]. Ministry of Education. https://meyda.education.gov.il/files/Mazkirut_Pedagogit/English/packagescreative.pdf

11. APPENDIX

All of the rubrics and forms required for the log appear in the following pages.

3 Points:

- Literature at a Glance
- Personal Reading Record
- Written Production Rubric
- Spoken Production Rubric

4 Points:

- Literature at a Glance
- Personal Reading Record
- Written Production Rubric
- Spoken Production Rubric

5 Points:

- Literature at a Glance
- Personal Reading Record
- Written Production Rubric
- Spoken Production Rubric

Random Sampling Form

Literature Program at a Glance – two/three-year program: 3 Points

This form must be completed by each teacher teaching the literature program and can be updated annually, if needed. This form This form must be kept on file at the school for review by the English inspectorate upon request

	Title	Critical Thinking Skills	Literary Concepts	Post-reading (short description)	Summative Assessment (Yes/No)	Grade Taught (10th/11th/12th)
Poem						
Short Story 1						
Short Story 2						
Book Reports	Date: Date:					

State of Israel
Ministry of Education
The Pedagogical Secretariat
Languages Department
Inspectorate for English Language Education

Literature Program at a Glance – two- to three-year program: 4 Points

This form must be completed by each teacher teaching the literature program and can be updated annually, if needed. This form This form must be kept on file at the school for review by the English inspectorate upon request

	Title	Critical Thinking Skills	Literary Concepts	Post-reading (short description)	Summative Assessment (Yes/No)	Grade Taught (10th/11th/12th)
Poem 1						
Poem 2						
Poem 3						
Short Story 1						
Short Story 2						
Short Story 3						
Book Reports	Date: Date: Date: Date:					

Literature Program at a Glance – two- to three-year program: 5 Points

This form must be completed by each teacher teaching the literature program and can be updated annually, if needed. This form This form must be kept on file at the school for review by the English inspectorate upon request

	Title	Critical Thinking Skills	Literary Concepts	Post-reading (short description)	Summative Assessment (Yes/No)	Grade Taught (10th/11th/12th)
Poem 1						
Poem 2						
Short Story 1						
Short Story 2						
Short Story 3						
Play/Novel						
Book Reports	Date: Date: Date: Date:					

Personal Reading Record – 3 points

Name:	

Book Report 1	

Grade: /100	

Title:	**Author:**
Date:	**Grade:** 10 / 11 / 12

My book report was: oral / written / other

Book Report 2	

Title:	**Author:**
Date:	**Grade:** 10 / 11 / 12

My book report was: oral / written / other

Personal Reading Record – 4-5 points

Name:	

Book Report 1	
Grade: /100	
Title:	**Author:**
Date:	**Grade:** 10 / 11 / 12
My book report was: oral / written / other	

Book Report 2	
Grade: /100	
Title:	**Author:**
Date:	**Grade:** 10 / 11 / 12
My book report was: oral / written / other	

Book Report 3	
Grade: /100	
Title:	**Author:**
Date:	**Grade:** 10 / 11 / 12
My book report was: oral / written / other	

Book Report 4	
Grade: /100	
Title:	**Author:**
Date:	**Grade:** 10 / 11 / 12
My book report was: oral / written / other	

Written Production Rubric for 3-Point Literature (Summative Assessment and Post-Reading)

Criteria - Content (70 points)			
Clarity & coherence	20-30	10-19	0-9
	The response is clear, coherent and well-organized.	The response is partially clear and organized.	The response is unclear and not organized.
Understanding of the text	20-30	10-19	0-9
	The response shows understanding of the text.	The response shows little understanding of the text.	The response does not show understanding of the text.
Supporting evidence and relevance	6-10	3-5	0-2
	Most information provided is relevant to the task. The response includes examples to justify the response.	Only some of the information provided is relevant to the task. The response has at least one example to justify the response.	Most information provided is irrelevant to the task. The response has no examples to justify the response.
Criteria - Language A2 level (30 points)			
Vocabulary range and control	15-20 (A2 level)	8-14	0-7
	Mostly correct use of varied vocabulary. Mostly correct use of language chunks and phrases.	Some use of varied vocabulary. Some use of chunks and phrases.	Basic vocabulary only used (Band 1). Little use of chunks and phrases.
Grammatical accuracy	4-5	2-3	0-1
	Mostly correct use of varied vocabulary. Mostly correct use of language chunks and phrases.	Some use of varied vocabulary. Some use of chunks and phrases.	Basic vocabulary only used (Band 1). Little use of chunks and phrases.
Mechanics of writing	4-5	2-3	0-1
	Mostly correct use of: • spelling • punctuation • capitalization No run-on sentences.	Many inaccuracies in: • spelling • punctuation • capitalization	Inaccurate use of mechanics interferes with comprehension.

Note that a bonus of up to 5 points may be added for creativity.

Spoken Production Rubric for 3-Point Literature (Post-Reading)

Criteria - Content (70 points)			
Clarity & coherence	20-30	10-19	0-9
	The response is clear, coherent and well-organized.	The response is partially clear and organized.	The response is unclear and not organized.
Understanding of the text	20-30	10-19	0-9
	The response shows understanding of the text.	The response shows little understanding of the text.	The response does not show understanding of the text.
Supporting evidence and relevance	6-10	3-5	0-2
	Most information provided is relevant to the task. The response includes examples to justify the response.	Only some of the information provided is relevant to the task. The response has at least one example to justify the response.	Most information provided is irrelevant to the task. The response has no examples to justify the response.
Criteria - Language A2 level (30 points)			
Vocabulary range and control	15-20 (A2 level)	8-14	0-7
	Mostly correct use of varied vocabulary. Mostly correct use of language chunks and phrases.	Some use of varied vocabulary. Some use of chunks and phrases.	Basic vocabulary only used (Band 1). Little use of chunks and phrases.
Grammatical accuracy	4-5	2-3	0-1
	Mostly correct use of varied vocabulary. Mostly correct use of language chunks and phrases.	Some use of varied vocabulary. Some use of chunks and phrases.	Basic vocabulary only used (Band 1). Little use of chunks and phrases.
Presentation	4-5	2-3	0-1
	Speaks fluidly with natural pauses; few hesitations. Clearly prepared and practiced; uses time well.	Generally fluent, with some hesitation or repetition. Prepared but could be better timed or rehearsed.	Hesitates often or relies too much on notes. Seems only partly prepared; may be too short or long.

State of Israel
Ministry of Education
The Pedagogical Secretariat
Languages Department
Inspectorate for English Language Education

Written Production Rubric for 4-Point Literature (Summative Assessment and Post-Reading/Bridging)

Criteria - Content (60 points)			
Clarity & coherence	14-20	7-13	0-6
	The response is coherent and well-organized.	The response is partially clear and organized.	The response is unclear and not organized.
Understanding of the text	11-15	6-10	0-5
	The response shows in-depth understanding of the text.	The response shows some understanding of the text.	The response does not show understanding of the text.
Supporting evidence and relevance	14-20	7-13	0-6
	All information provided is relevant to the task. The response includes at least two supporting details and examples to justify the response.	Only some of the information provided is relevant to the task. The response has one supporting detail and example to justify the response.	Most information provided is irrelevant to the task. The response has no supporting details and examples to justify the response.
Criteria - Language B1 level (40 points)			
Vocabulary range and control	20-25 (B1 level)	11-19	0-10
	Correct use of words taught with the text. Appropriate use of instances of language chunks and phrases (such as phrasal verbs and collocations).	Partially correct use of words taught with the text. Partially appropriate use of instances of chunks and phrases.	Minimally correct use of words taught with the text. Minimally appropriate instances of chunks and phrases.
Grammatical accuracy	8-10	4-7	0-3
	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
Mechanics of writing	4-5	2-3	0-1
	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.

Note that a bonus of up to 5 points may be added for creativity.

Spoken Production Rubric for 4-Point Literature (Post-Reading/Bridging)

Criteria - Content (60 points)			
Clarity & coherence	14-20	7-13	0-6
	The response is coherent and well-organized.	The response is partially clear and organized.	The response is unclear and not organized.
Understanding of the text	14-20	7-13	0-6
	The response shows in-depth understanding of the text.	The response shows some understanding of the text.	The response does not show understanding of the text.
Supporting evidence and relevance	14-20	7-13	0-6
	All information provided is relevant to the task. The response includes at least two supporting details and examples to justify the response.	Only some of the information provided is relevant to the task. The response has one supporting detail and example to justify the response.	Most information provided is irrelevant to the task. The response has no supporting details and examples to justify the response.
Criteria - Language B1 level (40 points)			
Vocabulary range and control	20-25 (B1 level)	11-19	0-10
	Correct use of words taught with the text. Appropriate use of instances of language chunks and phrases (such as phrasal verbs and collocations).	Partially correct use of words taught with the text. Partially appropriate use of instances of chunks and phrases.	Minimally correct use of words taught with the text. Minimally appropriate instances of chunks and phrases.
Grammatical accuracy	8-10	4-7	0-3
	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
Presentation	4-5	2-3	0-1
	Speaks fluidly with natural pauses; few hesitations. Clearly prepared and practiced; uses time well.	Generally fluent, with some hesitation or repetition. Prepared but could be better timed or rehearsed.	Hesitates often or relies too much on notes. Seems only partly prepared; may be too short or long.

Written Production Rubric for 5-Point Literature (Summative Assessment and Post-Reading/Bridging)

Criteria - Content (50 points)			
Clarity & coherence	11-15	6-10	0-5
	The response is coherent and well-organized.	The response is partially clear and organized.	The response is unclear and not organized.
Understanding of the text	11-15	6-10	0-5
	The response shows in-depth understanding of the text.	The response shows some understanding of the text.	The response does not show understanding of the text.
Supporting evidence and relevance	14-20	7-13	0-6
	All information provided is relevant to the task. The response includes at least two supporting details and examples to justify the response.	Only some of the information provided is relevant to the task. The response has one supporting detail and example to justify the response.	Most information provided is irrelevant to the task. The response has no supporting details and examples to justify the response.
Criteria - Language B2 level (50 points)			
Vocabulary range and control	20-25 (B2 level)	11-19	0-10
	Uses many vocabulary items and language chunks taught with the text, correctly and appropriately.	Uses at least two to three vocabulary items and some language chunks from the text, with only a few errors.	Uses one or two vocabulary items or chunks from the text, with several errors.
Grammatical accuracy	11-15	6-10	0-5
	Shows correct use of both basic and complex structures taught. Correct word order. Pronouns, prepositions and articles are used correctly.	Frequent mistakes in both basic and complex structures taught. Mostly correct word order. Mostly correct us of pronouns, prepositions and articles.	No use of complex structures and lacking command of simple structures. Incorrect use of pronouns, prepositions and articles. Incorrect word order.
Mechanics of writing	8-10	4-7	0-3
	Correct use of: • spelling • punctuation • capitalization • paragraphing No run-on sentences.	Partially correct use of: • spelling • punctuation • capitalization • paragraphing Some run-on sentences.	Minimally correct use of: • spelling • punctuation • capitalization • paragraphing Frequent run-on sentences.

Note that a bonus of up to 5 points may be added for creativity.

Spoken Production Rubric for 5-Point Literature (Post-Reading/Bridging)

Criteria - Content (50 points)			
Clarity & coherence	11-15	6-10	0-5
	The response is coherent and well-organized.	The response is partially clear and organized.	The response is unclear and not organized.
Understanding of the text	11-15	6-10	0-5
	The response shows in-depth understanding of the text.	The response shows some understanding of the text.	The response does not show understanding of the text.
Supporting evidence and relevance	14-20	7-13	0-6
	All information provided is relevant to the task. The response includes at least two supporting details and examples to justify the response.	Only some of the information provided is relevant to the task. The response has one supporting detail and example to justify the response.	Most information provided is irrelevant to the task. The response has no supporting details and examples to justify the response.
Criteria - Language B2 level (50 points)			
Vocabulary range and control	20-25 (B2 level)	11-19	0-10
	Uses many vocabulary items and language chunks taught with the text, correctly and appropriately.	Uses at least two to three vocabulary items and some language chunks from the text, with only a few errors.	Uses one or two vocabulary items or chunks from the text, with several errors.
Grammatical accuracy	11-15	6-10	0-5
	Shows correct use of both simple and complex structures taught. Pronouns, prepositions and articles are used correctly. Correct word order.	Frequent mistakes in both basic and complex structures taught. Mostly correct word order. Mostly correct us of pronouns, prepositions and articles.	No use of complex structures and lacking command of simple structures. Incorrect use of pronouns, prepositions and articles. Incorrect word order.
Presentation	8-10	4-7	0-3
	Speaks confidently, maintains eye contact, uses varied tone/pace. Uses allotted time effectively, without rushing or dragging.	Mostly confident, some eye contact; tone may be flat or rushed. Stays within time, but some parts rushed or slow.	Little confidence; reads too much or uses monotone voice. Presentation too short/long, affecting clarity.

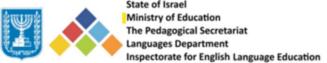# Random Sampling Form (updated September 2025)

Purpose of Random Sampling

Random sampling of literature logs is a formative assessment tool conducted to promote standardization in assessment and ensure alignment with Curriculum 2020. Literature logs should reflect student learning and the sampling process helps verify consistent application of criteria across schools, identify areas needing support, and provide constructive feedback to the teacher. This process offers a valuable learning opportunity for both teachers and the English inspectorate.

Program Requirements

Module	Requirement
Module B	2 Short Stories 1 Poem 2 Book Reports
Module D	3 Short Stories 3 Poems 4 Book Reports
Module F	1 Play/Novel 3 Short Stories 2 Poems 4 Book Reports

District: _____   **City:** _____

Name of school: _____   **Semel Mossad:** _____

English Coordinator: _____   **English Teacher:** _____

Completed Curriculum Course/ Aligned Literature Course: Y / N

Date of visit: _____   **No. of Visit:** _____

Grade of class: (circle)   10   11   12

Logs sampled:(circle)   3 points   4 points   5 points

Sampled by: _____

Teacher submitted:

☐ **Literature at a Glance** form
☐ The **Literature Unit Planner** for each piece taught (optional).

Included in the Literature Log:

___ Summative Assessments (indicate number)
___ Graded tasks (post-reading/bridging) and rubrics (indicate number)
☐ Personal Reading Record form (extensive reading)

Graded Tasks - Post-Reading/Bridging
☐ The tasks are dated.
☐ The tasks are graded according to the spoken production rubric.
☐ The tasks are graded according to the written production rubric.
☐ The grades are accurate.
☐ The teacher has given appropriate feedback.

Feedback:

_____

_____

_____

_____

Summative Assessments

☐ The answers are graded according to the written production rubric.
☐ The grades are accurate.
☐ The teacher has given appropriate feedback.
☐ The can-do descriptors assess what was taught.
☐ The questions are aligned with the can-do descriptors.

Feedback:

_____

_____

_____

_____

Logs completed over: (circle)   2 years   3 years   Still in progress

Comments/Recommendations:

(special population, special students, students moving, adjusted grade)

_____

_____

_____

_____

Follow up: (circle)   Necessary   Unnecessary

Date: _____

Links to forms and rubrics:

Literature at a Glance form

Literature Backward Design Unit Planner

Personal Reading Record form – 3 points

Personal Reading Record form – 4-5 points

3-Point Rubric Written Production

3-Point Rubric Spoken Production

4-Point Rubric Written and Spoken Production

5-Point Rubric Written and Spoken Production