



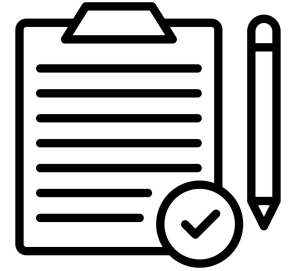
State of Israel
Ministry of Education
The Pedagogical Secretariat
Languages Department
Inspectorate for English Language Education

Revisiting the Aligned Literature Program

Webinar 9.9.25

**Please note that you will not be able to see
yourself - this is a webinar.**

Agenda



- Important Announcement
- Literature Program Rationale
- The Year of Transition
- Modifications
- Reporting of Grades
- Moving Between Levels
- Q&A

COBE Dates

Winter and Summer 2025-2026

2025

9-11.12.25

17.12.25

23.12.25

24.12.25

2026

5.3.26

10-11.3.26

17-18.3.26



Rationale: Literature Program

- Supports language development through authentic literary texts: vocabulary and contextual grammar use.
- Builds communication confidence while fostering critical thinking, interpretation, and creativity.
- Supports Mediation – a key component in Curriculum 2020 – transforming texts into personal understanding and expression (spoken and written).



Rationale: Literature Program (cont.)

General Program Goals to

- develop advanced reading comprehension and critical analysis skills.
- improve written and verbal communication about literature.
- promote interpretation, creative and critical thinking.
- cultivate appreciation for diverse literary voices and styles.

Implementation

- Structured teaching stages: pre-reading, while-reading, contextual vocabulary practice.
- Teacher expertise brings texts to life and unlocks program potential.

The Year of Transition

- The 2025–2026 academic year marks the complete transition from the previous Bagrut Literature Program to the newly aligned Literature Program, based on the Curriculum 2020 document.
- All teachers will teach literary texts according to the updated program requirements as outlined in the updated Literature Handbook.





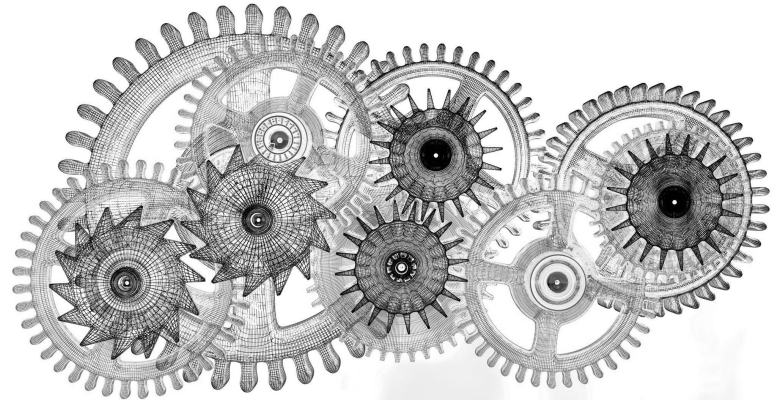
Reminder

Module Requirements: The following table outlines the requirements for each Module

Module	2025-6 Requirements for grade 10 and 11 students	2025-6 Mikud ONLY for grade 12 students	
Module B	2 Short Stories 1 Poem 2 Book Reports	1 short story 1 poem 1 book report	
Module D	3 Short Stories 3 Poems 4 Book Reports	2 short stories 2 poems 3 book reports	
Module F	1 Play/Novel 3 Short Stories 2 Poems 4 Book Reports	Option 1 2 short stories 2 poems 3 book reports	Option 2 1 play or novel 1 short story 1 poem 3 book reports

Modifications to the Program - A Basic Overview

1. Options
2. Assessment criteria
3. Post-reading / Bridging
4. Summative assessment
5. Extensive reading
6. Record keeping
7. Random sampling



Options

- Log option only - the internal exam is being phased out.
- This starts with students who are in 10th grade in September 2025.
- Students currently in the 11th and 12th grade who have started the internal exam process may continue with the internal exam option.



Assessment Criteria- Post-reading/Bridging Task

Updated and additional rubrics.

- A strong emphasis on language
- Guidelines for spoken production tasks
- Bonus for creativity



Criteria - Content (50 points)		Rubric for Written Production	
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 use 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.

Criteria - Content (50 points)		Rubric for Spoken Production	
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.
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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 use 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.

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.
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Mechanics of writing	8-10	4-7	0-3
	Correct use of: <ul style="list-style-type: none">• spelling• punctuation• capitalization• paragraphing No run-on sentences.	Partially correct use of: <ul style="list-style-type: none">• spelling• punctuation• capitalization• paragraphing Some run-on sentences.	Minimally correct use of: <ul style="list-style-type: none">• spelling• punctuation• capitalization• paragraphing Frequent run-on sentences.

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



Post-reading/Bridging

Remember...

- The written component must be done individually, in class.
- Student responses must demonstrate understanding of the text with justification.





Post-reading/Bridging

- Any creative artwork must be accompanied by a written or spoken component.
- The required length 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).



Summative Assessment

Remember...

- Summative assessments must be based on the **can-do descriptors** selected during instruction.
- The number of questions and the point value for each question are at the discretion of the teacher.
- Summative assessment must be done in class, individually.
- Open book tests are not allowed.



Summative Assessment

- A summative assessment may include **questions on more than one literary piece.**
- The summative assessment may not be on only one poem.
- Do NOT include **vocabulary acquisition-style questions or multiple-choice questions** in summative assessments.



Summative Assessments for Students with Special Education Oral Testing Accommodations

When assessing these students, 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.



REMINDER:

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

Extensive Reading



Remember: The book reports are 20% of the final Literature grade.

- Book reports can be oral or written.
- There is **no formal rubric**
- Book reports **do not need to be stored in the students' files**, but teachers must **keep a personal reading record** with titles and grades.

Book Report Guidelines

- **No movie reports**
- **Students may choose any book** appropriate to their level.
- **Comic books** must be full-length stories (e.g., graphic novels or collections).
- Book reports must be completed **in class**.
- Teachers should **allocate class time** for extensive silent reading.

Personal Reading Record

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

Record Keeping

- Teachers must keep all students' graded tasks and summative assessments at school.
- Students' assignments must be graded in a timely fashion.
- 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.
- Each student must have a Personal Reading Record.



In the Log



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 20%

The final 4-5-point Log includes:

6 graded tasks (6 post-reading/bridging tasks) 40%

2 graded summative assessments 40%

The **Literature Program at a Glance** form (**4 points / 5 points**)

Personal Reading Record with grades of 4 book reports 20%

Literature Program at a Glance

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

Random Sampling

In addition to the forms already presented, there is now a [random sampling form](#) for inspectors/ counselors. This form is in the updated handbook.

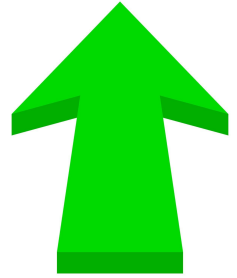


Reporting of grades

- Submit the grades **ONLY in the 12th grade**. Record the grades using the מרב"ד application on your phone or computer.
- 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.



Moving 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).

Moving Between Levels



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.

Summary of Modifications

Description	Previous to 2025	Aligned 2025
1. Options	Log and internal exam	Log only (beginning with students currently in 10th grade)
2. Assessment Criteria	1 rubric for all tasks	2 rubrics - written production and spoken production
3. Post-reading Bridging	Vague guidelines	<ul style="list-style-type: none">• Word count guidelines• Guidelines for oral tasks• Limit to the number of oral tasks• Creativity related to• AI guidelines in the handbook

Summary of Modifications

Description	Previous to 2025	Aligned 2025
4. Summative Assessment	<ul style="list-style-type: none">• Could assess only a poem• Could do both summative assessments (4 and 5 points) in one year	<ul style="list-style-type: none">• Cannot assess only one poem• Summative assessments in two separate years• Only written summative assessments (not including students with oral testing accommodations)
5. Extensive Reading	Vague guidelines	<ul style="list-style-type: none">• More specific guidelines• Personal Reading Record form

Summary of Modifications

Description	Previous to 2025	Aligned 2025
6. Record Keeping	Program outline presented to the inspector	<ul style="list-style-type: none">• No need to present the program to the inspector in advance• Literature Program at a Glance form• Personal Reading Record Form• Rubrics for Spoken Production post-reading/bridging task included
7. Random sampling	<ul style="list-style-type: none">• Summative assessments• Post-reading/bridging• Book report grades	<ul style="list-style-type: none">• Summative assessments• Post-reading/bridging• Forms - Literature Program at a Glance, Personal Reading Record

Q&A

