

Updated: 18-11-2025 for C.O.B.E. Winter - Summer 2026

Table of Specifications, Rubrics and Guidelines for the 4 and 5 Point Computerized Oral Bagrut Exam (COBE)

Winter - Summer 2026



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

DATES

General Guidelines

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Extended Guidelines: [COBE 2023-24: Extended Guidelines, Tips, Resources]

DATES:

Updated: 18-11-2025 Dates for COBE

COBE and BOOST : Winter - Summer 2026

להלן פירוט מועדי הבחינות באנגלית שפה דבורה למועדי חורף וקיץ 2026

עבור בחינות COBE וBOOST אנגלית שפה דבורה שאלונים:

לכלל התלמידים כולל החינוך החרדי: 016387 ,016586 ,016486 (BOOST)

נקבעו המועדים שלהלן:

Winter 2026 Tests מועד חורף תשפ"ו	Summer 2026 Tests מועד קיץ תשפ"ו
<ul style="list-style-type: none">● Tuesday-Thursday, 9-11.12.2025● Wednesday, 17.12.2025● Tuesday-Wednesday, 23-24.12.2025	<ul style="list-style-type: none">● Thursday, 26.02.2026 Additional date● Thursday, 05.03.2026● Tuesday, 10.03.2026 canceled● Wednesday, 11.03.2026 Additional date● Tuesday-Wednesday, 17-18.03.2026 ● MOED BET, Monday, 29.06.2026.

SIMULATIONS

The winter simulations for the BOOST and COBE (16387, 16486, 16586) will be open on November 2nd

The testing department did not assign specific dates for simulations. It is highly recommended to ensure that students get sufficient practice with the computerized test format. For this purpose, and for use as matconot, numerous practice tests ("tirgulum") are available for use on any day, except test days.

***NOTE: Simulations will remain available THROUGHOUT THE MOED, EXCEPT for test days (see above). It is essential that students select the correct she'elon from the list and enter the password to begin the simulation.**

- The updated iTest version is now 13.

- There are NO simulations for Moed Bet. (Students who are taking the exam for the first time in this moed, must do a simulation in the winter or summer moadim).
- Students may do only ONE simulation.

General Guidelines, Table of Specifications and Rubrics for the 4 and 5 Point COBE

She'elon Numbers: 4 Point COBE - 16486 ; 5 Point COBE - 16586 ; 3 Point BOOST - 16387

This document explains the Computerized Oral Bagrut Exam (COBE), a more objective, fair and accurate assessment of students' English-speaking abilities. The document reviews all three parts of the exam, the Table of Specifications (ToS) and the rubrics. In addition, the EXTENDED GUIDELINES provide sample questions and answers to the different parts of the exam as well as some ideas to prepare students for the exam.

All 4- and 5-point students taking the Bagrut exam in oral proficiency will be tested via the Computerized Oral Bagrut Exam (COBE). Alfie, the avatar, accompanies the students throughout the exam, explaining what has to be done, and asking the questions students are required to answer.

To enable students to reach a high level of oral proficiency, it is vital that they get sufficient in-class and out-of-class practice that encourages spontaneous speaking. Practice through reading from notes is discouraged as this is **not permitted on the exams** and students may become too reliant on them which interferes with their ability to produce independent responses.

General Guidelines and Recommendations: For additional guidelines, examples and resources, [Click HERE](#).

The exam is divided into three parts:

- **(Part A) Personal Response to a Prompt - 25 points**
- **(Part B) Project/Bridging Project Presentation - Responding to a Prompt - 25 points**
- **(Part C) Response an AUDIO-VISUAL Prompt - 50 points**

Students are asked a set of two questions (prompts) in each part.

- Students are graded according to the rubrics below. Note differences between 4 and 5 points.
- **Reading from notes or any other source is strictly forbidden and will result in Hashad**
- **Responses less than 20 seconds for any part will receive a 0 for all criteria**
- **Responses less than 60 seconds FOR PART B ONLY will result in deductions from ALL criteria. See the [DEDUCTION TABLE](#) below for short answers.**
- Students must remember **not to use the stop button as a pause button**.
- Students are **prevented from** recording more than TWO files for each question. [SEE DETAILS BELOW](#)

Students have **30 minutes** to complete and submit their exams. (Students who receive extra time accommodations are entitled to this accommodation for COBE).

- Teach students to use **compensation strategies** appropriately and effectively. (These are: fillers, expressions, self-correction, substitution, paraphrasing, rephrasing, and hesitation, which are elements of natural, spontaneous speech).
- Students **should not be deleting and rerecording** their answers. There is a time limit of **only 30 minutes**.

Students ARE RESPONSIBLE for ensuring that they have recorded and can hear all of the answers before sending the exam. Students encountering technical problems are responsible for reporting and getting help immediately.

Table of Specifications - FOUR Point C.O.B.E: 016486 FIVE Point C.O.B.E: 016586

Part A- Spoken Production – Personal Response – 25 Points					
# of points	Time Frame	Item Description	Objectives	Possible topics	
<p>25 pts</p> <p>see Rubrics for grading criteria.</p>	<p>2-3 minutes for listening, viewing questions and answering</p>	<p>Spoken Production</p> <p>Students are presented with a choice of two topics.</p> <p>They are asked to choose one and respond to a set of thematically related questions (prompts) in detail in order to talk about the topic presented in ONE recording (1-2 audio files: see clear instructions on page 11)</p>	<p>Independent User I (B1) & User II (B2)</p> <p>Students can:</p> <ul style="list-style-type: none"> understand the main points and details of clearly articulated standard speech on concrete and abstract familiar matters regularly encountered in school, leisure, etc. enter unprepared into conversation on familiar topics present a coherent, straightforward description on a variety of subjects within his/ her area of interest, using level appropriate language give clear, detailed descriptions on a wide range of subjects, expanding and supporting ideas with relevant examples using level appropriate language (B2) express opinions and give some reasons and explanations for opinions, plans and actions 	<p>Advertising</p> <p>Animals</p> <p>Education</p> <p>Fame and celebrities</p> <p>Favorite Books and Movies</p> <p>Food</p> <p>Free time activities</p> <p>Friendship</p> <p>Future plans</p> <p>Games</p> <p>Health</p> <p>Hobbies and habits / routines</p> <p>Holidays and customs</p> <p>Hometown</p> <p>Languages</p>	<p>Music</p> <p>Personal Belongings</p> <p>Personal Strengths and Weaknesses</p> <p>Professional Ambitions</p> <p>Reflection on Personal Experiences</p> <p>Respect</p> <p>Role models</p> <p>School</p> <p>Sports</p> <p>Suggesting Individual/ Community Change</p> <p>Technology</p> <p>Transportation</p> <p>Vacations</p> <p>Volunteering</p>

Table of Specifications - continued

Part B - Spoken Production - Project / Bridging Project: 25 points				
# of points	Time Frame	Item Description	Objectives	Possible topics
<p>25 pts</p> <p>see Rubrics for grading criteria.</p>	<p>1-2 minutes of speaking time.</p> <p>A <u>minimum</u> of one minute of speaking time is required</p> <p>See the table of deductions for length.</p>	<p>Spoken Production</p> <p>The students are asked a set of questions (prompts) relating to their project, which they must answer in depth in ONE recording. (1-2 audio files: see clear instructions on page 11)</p>	<p>Independent User I (B1) & User II (B2)</p> <p>The student can</p> <ul style="list-style-type: none"> • present a coherent, straightforward description on a variety of subjects within his/ her area of interest, using level appropriate language • give clear, detailed, descriptions on a wide range of subjects, expanding and supporting ideas with relevant examples using level appropriate language (B2) • enter unprepared into conversation express personal opinions and exchange information on familiar topics • highlight the personal significance of events and experiences; account for and sustain views clearly by providing relevant explanations and arguments (B2) 	<p>Topic and reason for choice</p> <p>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 understand the literary text better</p> <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

Table of Specifications - continued

Part C – Spoken Production - Response to an Audio-Visual Prompt: 50 points				
# of points	Time Frame	Item Description	Objectives	Possible Themes & Questions
25 pts see Rubrics for grading criteria	*4-5 minutes for viewing and answering all questions	<p>Students will view an AUDIO-VISUAL prompt: Text-types: a conversation, an interview, a talk, a presentation.</p> <p>Students respond to TWO sets of questions (prompts) that relate to what they see and hear in the ONE clip.</p> <p>Level One:</p> <p>Basic understanding of events and content presented.</p> <p>Students respond in depth to a set of questions after viewing and listening to the audio-visual prompt. Look</p>	<p>Independent User I (B1) & User II (B2) The student can:</p> <ul style="list-style-type: none"> ● Understand the main points and details of clearly articulated stand speech on concrete and abstract familiar matters ● follow films in which visuals and action carry much of the storyline and which are delivered clearly in straightforward language ● understand many TV programs (e.g. interviews, short lectures, documentaries and news reports) on general topics/ issues (B2) ● present a coherent straightforward description on a variety of subjects within his/ her area of interest, using level appropriate language ● give clear, detailed, descriptions on a wide range of subjects, expanding an supporting ideas with relevant examples using level appropriate language (B2) ● express opinions and give some reasons and explanations for opinions, plans and actions 	<p style="text-align: center;">Possible Themes</p> <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 ● Various formats of interaction and presentation ● Reacting to lectures and speeches <p style="text-align: center;">Possible Questions</p> <p>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</p> <p><i>**Possible Audio-Visual Themes: 016486/016586</i></p>
25 pts see Rubrics for grading criteria.		<p>Level Two:</p> <p>Understanding and interpretation of content presented.</p> <p>Students respond in depth to a set of questions after viewing and listening to the audio-visual prompt</p>		

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

Rubrics 2022 - FOUR Point COBE: Computerized Oral Bagrut Exam - 016486

Criteria	Value	100-76	75-55	54-26	25-0
Topic Development (Extended answers)	60%	Answers: -are mostly relevant to topic asked -show understanding of key information, questions asked and prompts -are logical and well organized -are well developed (including <u>detailed</u> explanations/ examples to <u>support</u> answers)	Answers: - are partially relevant to topic asked -show partial understanding of key information, questions asked and prompts -are mostly logical and well organized -are mostly developed (some details, some explanations / examples to <u>support</u> answers)	Answers: - are minimally relevant to topic asked -show minimal understanding of key information, questions and prompts - are partially organized -lack details (not enough or limited explanations/examples information to support answer)	Answers: - irrelevant to topic - show lack of understanding of key information, questions and prompts -lack organization -lack details (no explanations and examples)
Delivery (Clarity and Fluency)	10%	Speech: - is mostly comprehensible (pace, intonation and word stress allow for clear and easy comprehension) - has some hesitations	Speech: - is partially comprehensible (pace, intonation and word stress only allow for partial comprehension) - has many hesitations	Speech: - is minimally comprehensible (pace, intonation and word stress make it difficult to comprehend) - is mostly hesitant	Speech: - is incomprehensible (pace, intonation, and word stress are unintelligible) - is extremely hesitant
Vocabulary	20%	Answers include: - mostly correct and varied use of appropriate words, chunks, and expressions	Answers include: - partially correct and mostly varied use of appropriate words, chunks, and expressions	Answers include: - minimally correct and some inappropriate use or repetition of words, chunks, and expressions	Answers include: - mostly incorrect and repetitive use of words, chunks, and expressions
Language	10%	Answers include: - mostly correct use of appropriate language structures -only the use of English (other than religious holidays, <u>national celebrations and culturally bound phrases</u>)	Answers include: - partially correct use of appropriate language structures -only the use of English (other than religious holidays, <u>national celebrations and culturally bound phrases</u>)	Answers include: - minimal use of appropriate language structures with many errors -use of languages other than English (other than for religious holidays, <u>national celebrations and culturally bound phrases.</u>)	Answers include: - mostly incorrect use of language structures -Very limited use of English in answering the questions.

- Responses MAY include appropriate and effective use of **compensation strategies**: (*see *General Guidelines and Recommendations* – page 1)
- **PART C - ORAL RECEPTION AND PRODUCTION: Answers must be based on the spoken text.** Deductions may be taken from the *Topic Development* criteria for answers that are inaccurate and/or not based on the spoken text.

Rubrics 2022 - FIVE Point COBE: Computerized Oral Bagrut Exam- 016586

Criteria	Value	100-76	75-55	54-26	25-0
Topic Development (Extended answers)	50%	Answers: -are relevant to topic asked -show complete understanding of key information, questions and prompts -are logical and well organized -are well developed (in-depth , including <u>detailed</u> explanations/ examples to <u>support</u> answers)	Answers: - are mostly relevant to topic asked -show understanding of key information, questions and prompts for the most part -are mostly logical and well organized -are mostly developed (lacking detail or explanations / examples to <u>support</u> answers)	Answers: - are partially relevant to topic asked - show partial understanding of key information, questions and prompts - are partially organized - lack development (lacking detail or superficial explanations /examples information to support answer)	Answers: - irrelevant to topic - show lack of understanding of key information, questions and prompts -lack organization -lack development -no depth, explanations and examples
Delivery (Clarity and Fluency)	15%	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	20%	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 or repetition 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, <u>national celebrations</u>)	Answers include: - mostly correct use of appropriate language structures -only the use of English (other than religious holidays, <u>national celebrations</u>).	Answers include: - partial use of appropriate language structures with many errors -only the use of English (other than religious holidays, <u>national celebrations</u>)	Answers include: - mostly incorrect use of language structures -use of languages other than English (other than for religious holidays, <u>national celebrations</u>)

- Responses MAY include appropriate and effective use of **compensation strategies:** (*see *General Guidelines and Recommendations* – page 1)
- **PART C - ORAL RECEPTION AND PRODUCTION: Answers must be based on the spoken text.** Deductions may be taken from the *Topic Development* criteria for answers that are inaccurate and/or not based on the spoken text.

DEDUCTIONS for FOUR and FIVE points are the SAME and according to the table and guidelines below:

- Deduct points for length of answer as per the table below **for Part B only**.
- Deduct points for the number of questions answered in a set, as per table below.

Deduction table for length of answer in Part B ONLY.

Length of Student's Answer	Deduction from grade given from ALL criteria
Between 1:00-2:00 minutes	0 (give full points)
0:40 – 0:59	20%
0:20 – 0:39	50%
Below 0:20	100%

Further Guidelines:

Students' answers provide:	Grade awarded:						
Responses only to <u>part</u> of the questions asked in the set.	Grade according to chart: <table border="1" data-bbox="779 675 1899 799"> <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 (other than religious holidays and national celebrations)	0 for entire section						
answers that are under 20 seconds of speech	0 for entire section						
clearly reading from a page or from notes	Hashad						

Updated information regarding MULTIPLE FILES:

There has been a **technological update** to the COBE iTEST in order to **prevent students from submitting answers in multiple files** (which, in the past, resulted in deductions from their scores).

The following screenshots show what students will now see:

1) This is what students see when there is no recording:

1. מצב כפתור ההקלטה, ללא הקלטה כלל.



2) This is what students see if they have recorded TWO files (which is still possible and will not result in a deduction).

2. מצב כפתור ההקלטה לאחר הקלטה של 2 מקטעים:



3) This is what students will see if they attempt to record **another file** after they have already recorded TWO. **They will not be able to record a third file.**

3. מצב כפתור ההקלטה, לאחר הקלטת 2 מקטעים, כאשר מנסים להקליט מקטע נוסף:



- 4) DELETING FILES: Students are permitted to erase (delete) their entire answer and begin again. **Deleted files are not seen or considered in any way.** *(DO NOT encourage repeated deleting, as this will quickly use up the students' time for the exam).

If students choose the delete button, they will see **this message** warning them that their **entire answer will be erased** and they must record a new answer from the beginning. NOTE - if there are TWO files, BOTH will be deleted!

4. במידה ובחרים למחוק את ההקלטה הקיימת, תופיע ההודעה הזו (ניתן למחוק את ההקלטה גם לאחר הקלטת מקטע אחד בלבד):

