

## Table of Specifications of the Meitzav Examination: Fifth Grade 2017

The table of specification is based on the Revised English Curriculum 2014

Domain	Possible Benchmarks	No. of Tasks	Possible Text Types	Length of Texts	Possible Item Types	Possible Categories of Comprehension Questions*
<p><b>Access to Information from Spoken Texts</b></p> <p>25%</p>	<ul style="list-style-type: none"> <li>understand the general meaning, main idea and sequence of events in a text and use this knowledge as needed</li> <li>identify facts, feelings and explicit opinions in a text</li> <li>follow a short sequence of simple instructions/directions in familiar contexts</li> <li>locate relevant information for a specific purpose</li> </ul>	2	<ul style="list-style-type: none"> <li>advertisement</li> <li>announcement</li> <li>conversation</li> <li>excerpt from a lesson</li> <li>instructions</li> <li>message</li> <li>news / weather report</li> <li>oral presentation</li> <li>riddles</li> <li>story</li> </ul>	<p><b>Level One</b></p> <p>approximately 80 seconds</p> <p><b>Level Two</b></p> <p>Approximately 120 seconds</p>	<ul style="list-style-type: none"> <li>carrying out instructions</li> <li>chart / table</li> <li>matching</li> <li>multiple-choice</li> <li>open-ended (e.g. wh-questions)</li> <li>sentence completion</li> <li>sequencing</li> <li>true / false</li> </ul>	<ul style="list-style-type: none"> <li>literal</li> <li>inference</li> </ul>

Tasks 1 and 2 are listening comprehension tasks, recorded onto a CD which is provided with the exam. Each text has been recorded twice, giving the pupils an opportunity to recheck their answers and better comprehend the text.

Domain	Possible Benchmarks	No. of Tasks	Possible Text Types	Length of Texts	Possible Item Types	Possible Categories of Comprehension Questions*
<p><b>Access to Information from Written Texts</b></p> <p><b>60%</b></p>	<ul style="list-style-type: none"> <li>understand the general meaning, main ideas, and the sequence of events in a text, and use this knowledge as needed</li> <li>identify different text types and use this knowledge as needed</li> <li>identify facts, feelings and explicit opinions in a text</li> <li>locate relevant information for a specific purpose</li> <li>extract information from visual data, such as timetables, schedules</li> <li>follow a short sequence of simple instructions/directions in familiar contexts</li> </ul>	3	<ul style="list-style-type: none"> <li>advertisement</li> <li>blurb</li> <li>book cover</li> <li>caption</li> <li>comic strip</li> <li>diary entry</li> <li>email</li> <li>informative text</li> <li>interview</li> <li>letter</li> <li>list</li> <li>message</li> <li>news report</li> <li>newspaper item</li> <li>note</li> <li>notice</li> <li>poster</li> <li>questionnaire</li> <li>recipe</li> <li>riddles</li> <li>story</li> <li>timetable / schedule</li> <li>web page</li> </ul>	<p><b>sentence level</b> (one text)</p> <p><b>text level</b> (two texts)</p> <ul style="list-style-type: none"> <li>approximately 150 words</li> <li>approximately 170 words</li> </ul>	<ul style="list-style-type: none"> <li>carrying out instructions</li> <li>chart / table</li> <li>matching</li> <li>multiple-choice</li> <li>open-ended (e.g. wh-questions)</li> <li>sentence completion</li> <li>sequencing</li> <li>true / false</li> </ul>	<ul style="list-style-type: none"> <li>literal</li> <li>integration</li> <li>inference</li> <li>personal response</li> </ul>

Domain	Possible Benchmarks	No. of Tasks	Length of Texts	Possible Text Types	Assessment Criteria
<p><b>Written Social Interaction and Presentation</b></p> <p>15%</p>	<ul style="list-style-type: none"> <li>describe people, places, things, events and personal experiences in familiar settings</li> <li>express feelings, likes and dislikes</li> </ul>	2	<p><b>Level One</b> (word / phrase level) 5–10 words</p> <p><b>Level Two</b> approximately 25 words (approximately 4 sentences)</p>	<ul style="list-style-type: none"> <li>description</li> <li>friendly letter</li> <li>invitation</li> <li>list</li> <li>note</li> <li>questionnaire</li> <li>speech bubble</li> <li>short story</li> </ul>	<p><b>Content / Vocabulary</b></p> <ul style="list-style-type: none"> <li>comprehensibility</li> <li>appropriateness</li> <li>relevance</li> </ul> <p><b>Accuracy</b></p> <ul style="list-style-type: none"> <li>articles</li> <li>capitalization</li> <li>full stops</li> <li>prepositions</li> <li>pronouns</li> <li>sentence structure</li> <li>spelling</li> <li>subject-verb agreement</li> <li>verb forms</li> <li>word order</li> </ul>

## Categories of Comprehension

### **Lower-Order Thinking Skills (LOTS)**

**Literal Comprehension:** Literal comprehension refers to understanding the explicit meaning of a text. In order to answer literal comprehension questions, students need to locate information given explicitly in the text.

### **Higher-Order Thinking Skills (HOTS)**

**Integration:** Integration refers to understanding the explicit meaning of a text but also requires accessing information from different parts of the text in order to answer questions. In order to answer questions that involve integration, students need to locate information given explicitly in different parts of the text.

**Inference:** Inference refers to an understanding of the implicit meaning of a text. In order to answer inference questions, students need to read between the lines.

**Personal Response:** Personal response refers to questions that require students' personal involvement with the text. In order to answer personal response questions, students have to draw on both their literal understanding of the text and their own knowledge and opinions.

## Dictionary Use

Dictionary use is not permitted on the Meitzav English tests. These tests test English language proficiency which includes knowledge of vocabulary expected of the tested age group. The use of a dictionary is not suitable for these tests, although it is an important tool to be used in the process of teaching and learning in the classroom.