

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*
Access to Information from Spoken Texts 25%	<ul style="list-style-type: none"> understand the general meaning, main idea and sequence of events in a text and use this knowledge as needed identify facts, feelings and explicit opinions in a text follow a short sequence of simple instructions/directions in familiar contexts locate relevant information for a specific purpose 	2	<ul style="list-style-type: none"> advertisement announcement conversation excerpt from a lesson instructions message news / weather report oral presentation riddles story 	Level One approximately 80 seconds Level Two Approximately 120 seconds	<ul style="list-style-type: none"> carrying out instructions chart / table matching multiple-choice open-ended (e.g. wh-questions) sentence completion sequencing true / false 	<ul style="list-style-type: none"> literal inference

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.

המזכירות הפדגוגית

ראמ"ה

הרשות הארצית למדידה והערכה בחינוך

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

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ראמ"ה

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

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.