



מיצ"ב

מחווון למבחן באנגלית



כיתה ה' | פנימי

The following pages provide the transcript for the listening comprehension tasks (Task 1 & Task 2) and the scoring key for the internal English Meitzav exam. The scoring key includes explanations regarding the performance levels in each question and various examples of pupils' answers.

General Information:

- In the column labeled "Possible Values", the values or range of values are scoring options for pupils' answers (these values can also be found in the scoring page). For example, if the possible value range is 0–2, the scoring options are zero points, one point or two points. If the possible value range is 0,2, the scoring options are either zero points or two points with no intermediate points.
- If it is not clear how to assess an answer, and there is no example in the scoring key similar to the pupil's answer, make a reasonable decision to determine the score for this answer.
- If changes have been made to the exam administered at the school, make sure to update the scoring key accordingly.
- The professional staff at the school may adjust the scoring key at their discretion according to the instructional emphases in class.

Note: After the external Meitzav exam results are published, it will be possible to combine the national averages (norms) data in the "Meitzavit" so that the school will be able to compare the achievements of its pupils to the norms. This comparison is valid only if the pupils took the full exam, and it was assessed according to the scoring key as it is presented here.



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- For closed questions (CL):
follow the instructions in the scoring key.
- For multiple-choice questions (MC):
For questions with more than one answer marked by the pupil, when only one answer was required, give zero points.
- For open-ended questions (OP):
 1. Give an appropriate score based on the scoring key below.
 2. Do not deduct points for grammar or spelling mistakes unless indicated.
 3. Accept only comprehensible answers that are based on the text.
 4. If an answer includes both correct and incorrect information, give 0 points.
 5. If a question requires only one answer but more than one answer is given, grade as follows:
 - ◆ If all answers are correct, give full points.
 - ◆ If one answer is correct and one is incorrect, give 0 points.
 6. Use of punctuation in the scoring key is as follows:

| | |
|----|---|
| ; | separates complete acceptable answers |
| () | an optional addition that is part of an acceptable answer |
| / | separates acceptable words within an answer |
 7. The handwritten examples are genuine pupils' answers as written by the pupils themselves.

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Listening Comprehension Transcript: Task 1

קריין: שלום תלמידים, המבחן באנגלית מתחיל בשתי משימות בהבנת הנשמע. משימה מספר אחת.

אתם עומדים לשמוע מורה מספרת על המצאות של תלמידים.

התבוננו בתמונות שבעמוד הבא.

הקשיבו לדברי המורה ובחרו את התמונה המתאימה לכל המצאה.

כתבו את המספר של כל המצאה במשבצת שמתחת לתמונה המתאימה לה.

הקשיבו לדוגמה.

Example: This is a special lunch box that rings when it's time to eat.

קריין: התמונה המתאימה להמצאה ששמעתם עליה היא התמונה שמתחתיה כתובה המילה 'דוגמה'.

עכשיו הקשיבו למורה ובחרו את התמונה המתאימה לכל המצאה.

אתם תשמעו את המורה פעמיים.

שימו לב: יש יותר תמונות מהנדרש.

Number 1: These shoes clean the floor when you walk.

קריין: בחרו את התמונה המתאימה להמצאה וכתבו את המספר אחת במשבצת שמתחתיה.

Number 2: This is a bag with an umbrella. You don't need to hold your umbrella when it rains.

Number 3: This can help you talk under water. You can use it when you go swimming.

Number 4: These are shoes with lights. They help you see where you are going at night.

Number 5: This bottle has 2 sides. You can put water in one side and juice in the other side.

קריין: עכשיו תשמעו את המורה פעם נוספת.

זו הזדמנות טובה לבדוק את התשובות שלכם.

(השמעה נוספת)

עברו למשימה מספר שתיים.

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Listening Comprehension Transcript: Task 2

קריין: משימה מספר שתיים.

אתם עומדים לשמוע ריאיון ברדיו.

קראו את שאלות 2 עד 6 לפני שתשמעו את הריאיון.

הקשיבו לריאיון. אתם תשמעו את הריאיון פעמיים.

Reporter: Hello, I'm reporting from the Kids' Festival in New York. Every year, kids come from all over the country to sell special things they make. Let's talk to some of the kids.

Hi, What's your name, and what are you selling?

Amir: Hi. I'm Amir. I'm selling a cookbook that I wrote.

Reporter: Why did you write a cookbook?

Amir: I wanted to teach kids that cooking is easy, and how they can cook dinners for their families.

Reporter: What will children learn from your book?

Amir: Children who read my book will learn about healthy food and how to make 10 easy and healthy dinners.

Reporter: That sounds like a great book! What is it called?

Amir: It is called "Surprise Your Family!"

Reporter: I'll buy this book for my children. I love it when my children surprise me. Good luck with your cookbook!

Amir: Thank you!

Reporter: Let's talk to someone else. What's your name and what are you selling?

Maya: I'm Maya. I'm selling shampoo. I make special shampoo that you can eat! This is my banana shampoo.

Reporter: Banana shampoo? Why do you make shampoo that you can eat?

Maya: Sometimes when I take a shower and wash my hair, shampoo gets in my mouth. I wanted shampoo to be tasty and safe to eat!

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Reporter: Wow! That's a good idea! I'd like to have shampoo that is safe to eat, but I don't like bananas.

Maya: Oh, I make many different kinds: chocolate shampoo, apple shampoo, and more! Here, you can try the apple shampoo.

Reporter: Mmm... this is good! I love your apple shampoo. Thank you Maya and good luck!

What a great day! There are so many good ideas in this Kids' Festival.

קריין: ענו באנגלית על השאלות לפי מה ששמעתם.

עכשיו תשמעו את הריאיון פעם נוספת.

זו הזדמנות טובה לבדוק את התשובות שלכם.

(השמעה נוספת)

בדקו את התשובות שלכם.

סיימו את החלק הראשון של המבחן. עברו לשאר המשימות.

בהצלחה!

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| TASK 1: Access to Information from Spoken Texts (AIST) | | | |
|--|-----------|--------------------|-----------------|
| Item # | Item Type | Scoring Key | Possible Values |
| 1_1 | MC | 2 = f 0 = other | 0,2 |
| 1_2 | MC | 2 = b 0 = other | 0,2 |
| 1_3 | MC | 2 = g 0 = other | 0,2 |
| 1_4 | MC | 2 = c 0 = other | 0,2 |
| 1_5 | MC | 2 = d 0 = other | 0,2 |

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| TASK 2: Access to Information from Spoken Texts (AIST) | | | | | | | | | | | | | | | |
|--|-----------|---|-----------------|-----|----|---------------------------------|---|--|------------------------------------|--|---|--------------------------------------|---|--|-------|
| Item # | Item Type | Scoring Key | Possible Values | | | | | | | | | | | | |
| 2 | MC | 3 = (d) to help kids cook 0 = other | 0,3 | | | | | | | | | | | | |
| 3 | MC | 3 = (a) his children 0 = other | 0,3 | | | | | | | | | | | | |
| 4 | MC | 3 = (c) shampoo gets in her mouth 0 = other | 0,3 | | | | | | | | | | | | |
| 5 | CL | <table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>a. Amir thinks cooking is easy.</td> <td>✓</td> <td></td> </tr> <tr> <td>b. Maya makes one kind of shampoo.</td> <td></td> <td>✓</td> </tr> <tr> <td>c. The reporter enjoys the festival.</td> <td>✓</td> <td></td> </tr> </tbody> </table> <p>3 = three correct answers 1 = two correct answers 0 = one or no correct answers</p> | | Yes | No | a. Amir thinks cooking is easy. | ✓ | | b. Maya makes one kind of shampoo. | | ✓ | c. The reporter enjoys the festival. | ✓ | | 0,1,3 |
| | Yes | No | | | | | | | | | | | | | |
| a. Amir thinks cooking is easy. | ✓ | | | | | | | | | | | | | | |
| b. Maya makes one kind of shampoo. | | ✓ | | | | | | | | | | | | | |
| c. The reporter enjoys the festival. | ✓ | | | | | | | | | | | | | | |
| 6 | MC | 3 = (c) to sell things they make 0 = other | 0,3 | | | | | | | | | | | | |

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| TASK 3: Access to Information from Written Texts (AIWT) | | | |
|---|-----------|---|-----------------|
| Item # | Item Type | Scoring Key | Possible Values |
| 7_a | MC | 4 = (5) Wear warm clothes. 0 = other | 0,4 |
| 7_b | MC | 4 = (7) Go to sleep early at night. 0 = other | 0,4 |
| 7_c | MC | 4 = (2) Put them in a sunny place and give them water. 0 = other | 0,4 |
| 7_d | MC | 4 = (3) Ask your dad to help you fix it. 0 = other | 0,4 |
| 7_e | MC | 4 = (6) Send her flowers. 0 = other | 0,4 |

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| TASK 4: Access to Information from Written Texts (AIWT) | | | |
|---|-----------|--|-----------------|
| Item # | Item Type | Scoring Key | Possible Values |
| 8 | MC | 3 = (c) on a boat 0 = other | 0,3 |
| 9 | MC | 3 = (b) she swims 0 = other | 0,3 |
| 10 | CL | 3 = The pupil chose the two following answers: <input checked="" type="checkbox"/> to catch fish <input type="checkbox"/> to swim fast <input type="checkbox"/> to buy fish <input checked="" type="checkbox"/> to build boats <input type="checkbox"/> to ride a bike 1 = The pupil chose two answers and only one answer is correct; the pupil chose only one correct answer. 0 = other; the pupil chose three or more answers (even though one or more answers are correct). | 0,1,3 |
| 11 | OP | 3 = Two answers referring to Gita helping her parents: <ul style="list-style-type: none"> • catch fish • sell fish (in the market) 1 = only one correct answer 0 = other | 0,1,3 |
| 12 | MC | 4 = (b) Water Girl 0 = other | 0,4 |
| 13 | OP | 4 = Any answer that shows why the pupil wants or doesn't want to study in Gita's school. e.g., Yes, they learn how to catch fish and it is fun; Yes, I like to swim; No, I don't like to swim; Yes, her school is on a boat. 0 = other Note: Do not deduct points if the pupil didn't circle 'Yes' or 'No'. | 0,4 |

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| TASK 5: Written Presentation (WP) | | | |
|-----------------------------------|-----------|---|-----------------|
| Item # | Item Type | Scoring Key | Possible Values |
| 14a | OP | <ul style="list-style-type: none"> Accept all things that appear in the picture and are spelled correctly. <p>Note: Do not accept the word 'girl' (given as example).</p> <ul style="list-style-type: none"> Evaluate each of the five words separately and then give a total score. <p>3 = four or five correct words</p> <p>2 = three correct words</p> <p>1 = one or two correct words</p> <p>0 = other</p> | 0–3 |

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| TASK 5: Written Presentation (WP) | | |
|--|-----------|-------------------------|
| Item # | Item Type | Scoring Key |
| 14b | OP | See instructions below. |
| <p>General Guidelines</p> <p>1. Evaluate each of the four sentences separately according to the general guidelines and the three criteria for assessment below.</p> <p>2. Give 0 for all criteria if at least one of the following occurs:</p> <ul style="list-style-type: none"> • The sentence is incomprehensible or irrelevant to the specific instruction. • The sentence is completely irrelevant to what is seen in the picture. • The sentence is not in English. • The sentence doesn't include a subject or a verb or an object when necessary. <p>Note 1: In case of a compound sentence, at least one part of the sentence must include a subject, a verb, and an object when necessary.</p> <p>Note 2: If there is more than one sentence for a specific instruction, evaluate only the first one.</p> <p>Note 3: Add up the total points for each of the four sentences.</p> | | |

| Criteria for Assessment | Possible Values |
|--|-----------------|
| <p>a. Communicative Ability</p> <p>1 = The sentence is clear and relevant and the vocabulary is appropriate.</p> <p>0 = Some vocabulary is inappropriate or irrelevant.</p> | 0,1 |
| <p>b. Grammar</p> <p>1 = Correct sentence structure, subject-verb agreement, form of the verb, pronouns, articles, prepositions, singular/plural.</p> <p>0 = Incorrect sentence structure and/or errors of subject-verb agreement, form of the verb, pronouns, articles, prepositions, singular/plural.</p> | 0,1 |
| <p>c. Mechanics: spelling, full stop and capitalization</p> <p>1 = One or no errors in mechanics.</p> <p>0 = Two or more errors in mechanics.</p> | 0,1 |

For scoring examples of the written presentation task see Appendix.

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| TASK 6: Access to Information from Written Texts (AIWT) | | | |
|--|------------------|--|------------------------|
| Item # | Item Type | Scoring Key | Possible Values |
| 15 | CL | <p>3 = The pupil chose the two following answers:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> to hide <input type="checkbox"/> to help other animals <input type="checkbox"/> to be colorful <input type="checkbox"/> to grow <input checked="" type="checkbox"/> to look dangerous <p>1 = The pupil chose two answers and only one answer is correct; the pupil chose only one correct answer.</p> <p>0 = other; the pupil chose three or more answers (even though one or more answers are correct).</p> | 0,1,3 |
| 16 | OP | <p>4 = Any two answers referring to the animals hiding:</p> <ul style="list-style-type: none"> • when they are in danger • when they hunt for food • when they feel afraid • when they don't want other animals to see them <p>e.g., when they catch food; they want to be safe; so animals don't eat them.</p> <p>2 = only one correct answer</p> <p>0 = other</p> <p>Note: If the pupil wrote both answers on the same line, assess as if they were written on two lines.</p> | 0,2,4 |
| 17 | OP | <p>3 = (They) change color (to black) ; black</p> <p>0 = other</p> | 0,3 |
| 18 | MC | <p>4 = (d) they are the same color as sand</p> <p>0 = other</p> | 0,4 |

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| TASK 6: Access to Information from Written Texts (AIWT) | | | | | |
|---|-----------|---|-----|----|-----------------|
| Item # | Item Type | Scoring Key | | | Possible Values |
| 19 | CL | | Yes | No | 0,1,3 |
| | | a. Chameleons can change color to brown when they are afraid. | ✓ | | |
| | | b. Snakes in the desert are colorful animals. | | ✓ | |
| | | c. Goby fish change color to look dangerous. | | ✓ | |
| 3 = three correct answers 1 = two correct answers 0 = one or no correct answers | | | | | |
| 20 | MC | 3 = (b) When are goby fish white? 0 = other | | | 0,3 |

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Appendix

Scoring Examples of the Written Presentation Task

1. Describe what is in the picture.

Example 1: is in the picture: boy's, baby, father, mathe and girls.

| Criteria | Possible Values | Value given | Reason |
|--------------------------|-----------------|-------------|--|
| a. Communicative Ability | 0,1 | 0 | This sentence is missing a subject. The general guidelines say: "Give 0 for all criteria if the sentence doesn't include a subject or a verb or an object when necessary." |
| b. Grammar | 0,1 | 0 | |
| c. Mechanics | 0,1 | 0 | |

Example 2: In the picture has a family wen they do a party

| Criteria | Possible Values | Value given | Reason |
|--------------------------|-----------------|-------------|---|
| a. Communicative Ability | 0,1 | 0 | Some vocabulary is inappropriate; the word 'has' instead of 'there is' and the word 'do' instead of 'have'. The first part of the sentence is missing a subject, however, note 1 in the general guidelines says: "In case of a compound sentence, at least one part of the sentence must include a subject, a verb and an object when necessary." |
| b. Grammar | 0,1 | 1 | The verb 'do' agrees with the subject 'they'. |
| c. Mechanics | 0,1 | 0 | There is more than one error in mechanics: 1. There is no full stop. 2. There is one misspelled word. |

Example 3: We have balloons, toy's cake's.

| Criteria | Possible Values | Value given | Reason |
|--------------------------|-----------------|-------------|---|
| a. Communicative Ability | 0,1 | 1 | The sentence is clear and relevant. |
| b. Grammar | 0,1 | 0 | The verb 'have' agrees with the subject 'we', however, the plural 's' in toy's and cake's is incorrect. |
| c. Mechanics | 0,1 | 1 | no errors in mechanics. |

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Example 4: is on pepale Birthbay.

| Criteria | Possible Values | Value given | Reason |
|--------------------------|-----------------|-------------|---|
| a. Communicative Ability | 0,1 | 0 | The sentence is missing a subject. The general guidelines say: "Give 0 for all criteria if the sentence doesn't include a subject or a verb or an object when necessary." The sentence is also incomprehensible. |
| b. Grammar | 0,1 | 0 | |
| c. Mechanics | 0,1 | 0 | |

Example 5: The family in the picture.

| Criteria | Possible Values | Value given | Reason |
|--------------------------|-----------------|-------------|--|
| a. Communicative Ability | 0,1 | 0 | The sentence is missing a verb. The general guidelines say: "Give 0 for all criteria if the sentence doesn't include a subject or a verb or an object when necessary." |
| b. Grammar | 0,1 | 0 | |
| c. Mechanics | 0,1 | 0 | |

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2. Describe how one person feels.

Example 1: The DaD is Barie heepi.

| Criteria | Possible Values | Value given | Reason |
|--------------------------|-----------------|-------------|--|
| a. Communicative Ability | 0,1 | 1 | The sentence is clear and relevant. |
| b. Grammar | 0,1 | 1 | The verb 'is' agrees with the subject 'The dad'. |
| c. Mechanics | 0,1 | 0 | There is more than one error in mechanics: 1. misuse of capitalization: DaD, Barie 2. two misspelled words: Barie, Heepi |

Example 2: the mom is prety.

| Criteria | Possible Values | Value given | Reason |
|--------------------------|-----------------|-------------|--|
| a. Communicative Ability | 0,1 | 0 | The sentence doesn't describe what one person feels. The general guidelines say: "Give 0 for all criteria if the sentence isn't relevant to the specific instruction." |
| b. Grammar | 0,1 | 0 | |
| c. Mechanics | 0,1 | 0 | |

Example 3: the boy is feels the happy.

| Criteria | Possible Values | Value given | Reason |
|--------------------------|-----------------|-------------|---|
| a. Communicative Ability | 0,1 | 1 | The sentence is clear and relevant. |
| b. Grammar | 0,1 | 0 | The verb form 'is feels' is incorrect and so is the use of the article 'the' before the word 'happy'. |
| c. Mechanics | 0,1 | 1 | There is only one error in mechanics; a capital letter is missing at the beginning of the sentence. |

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Example 4: The dad is smil

| Criteria | Possible Values | Value given | Reason |
|--------------------------|-----------------|-------------|---|
| a. Communicative Ability | 0,1 | 1 | The sentence is clear and relevant. Accept 'smil' as it may show that the person is happy. |
| b. Grammar | 0,1 | 0 | The verb form 'is smil' is incorrect. |
| c. Mechanics | 0,1 | 0 | There is more than one error in mechanics: 1. A misspelled word 'smil'. 2. The full stop is missing at the end of the sentence. |

Example 5: one person fill happy

| Criteria | Possible Values | Value given | Reason |
|--------------------------|-----------------|-------------|---|
| a. Communicative Ability | 0,1 | 1 | The sentence is clear and relevant. |
| b. Grammar | 0,1 | 0 | The verb form: 'fill' doesn't agree with the subject 'one person'. |
| c. Mechanics | 0,1 | 0 | There is more than one error in mechanics: 1. A misspelled word 'fill'. 2. The full stop is missing at the end of the sentence. 3. Capitalization is missing at the beginning of the sentence. |

Example 6: the father happe

| Criteria | Possible Values | Value given | Reason |
|--------------------------|-----------------|-------------|---|
| a. Communicative Ability | 0,1 | 0 | This sentence is missing a verb. The general guidelines say: "Give 0 for all criteria if the sentence doesn't include a subject or a verb or an object when necessary." |
| b. Grammar | 0,1 | 0 | |
| c. Mechanics | 0,1 | 0 | |

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3. Describe the **appearance** of one person.

Example 1: the father appearance: hat, jans, shoes.

| Criteria | Possible Values | Value given | Reason |
|--------------------------|-----------------|-------------|--|
| a. Communicative Ability | 0,1 | 0 | The sentence is missing a verb. The general guidelines say: "Give 0 for all criteria if the sentence doesn't include a subject or a verb or an object when necessary." |
| b. Grammar | 0,1 | 0 | |
| c. Mechanics | 0,1 | 0 | |

Example 2: the man have a hat a long short

| Criteria | Possible Values | Value given | Reason |
|--------------------------|-----------------|-------------|---|
| a. Communicative Ability | 0,1 | 0 | The word 'hat' is inappropriate since none of the people in the picture has a hat. The word 'short' instead of 'shirt' is also inappropriate. |
| b. Grammar | 0,1 | 0 | The verb 'have' doesn't agree with the subject 'the man'. |
| c. Mechanics | 0,1 | 0 | There is more than one error in mechanics: 1. No capital letter at the beginning of the sentence. 2. No full stop at the end of the sentence. |

Example 3: The mother has beautiful hair and there skirt and long shirt.

| Criteria | Possible Values | Value given | Reason |
|--------------------------|-----------------|-------------|---|
| a. Communicative Ability | 0,1 | 1 | The sentence is clear and relevant. |
| b. Grammar | 0,1 | 0 | An article 'a' is missing before the singular noun 'skirt' and before the singular noun 'long shirt'. |
| c. Mechanics | 0,1 | 1 | No errors in mechanics. |

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Example 4: The girl is in the appearance eye glasses.

| Criteria | Possible Values | Value given | Reason |
|--------------------------|-----------------|-------------|---|
| a. Communicative Ability | 0,1 | 0 | The words 'in the appearance' are inappropriate to describe the girl. The verb 'is' instead of 'has' is inappropriate. |
| b. Grammar | 0,1 | 1 | The verb 'is' agrees with the subject 'The girl'. |
| c. Mechanics | 0,1 | 1 | No errors in mechanics. |

Example 5: The men has a hat

| Criteria | Possible Values | Value given | Reason |
|--------------------------|-----------------|-------------|---|
| a. Communicative Ability | 0,1 | 0 | The word 'hat' is inappropriate since none of the people in the picture has a hat. |
| b. Grammar | 0,1 | 1 | There is only one 'man' in the picture, so we assume 'The men' is a spelling mistake of 'man' and the verb 'has' agrees with the subject 'The man'. |
| c. Mechanics | 0,1 | 0 | There is more than one errors in mechanics: 1. The word 'men' instead of 'man' is misspelled. 2. A full stop is missing at the end of the sentence. |

Example 6: the baby is small.

| Criteria | Possible Values | Value given | Reason |
|--------------------------|-----------------|-------------|---|
| a. Communicative Ability | 0,1 | 1 | The sentence is clear and relevant. |
| b. Grammar | 0,1 | 1 | The verb 'is' agrees with the subject. |
| c. Mechanics | 0,1 | 1 | There is only one error in mechanics; a capital letter is missing at the beginning of the sentence. |

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4. Describe what one person is doing.

Example 1: The girl are eat cake

| Criteria | Possible Values | Value given | Reason |
|--------------------------|-----------------|-------------|---|
| a. Communicative Ability | 0,1 | 1 | The sentence is clear and relevant. |
| b. Grammar | 0,1 | 0 | The verb form 'are eat' is incorrect and there is no agreement with the subject 'The girl'. |
| c. Mechanics | 0,1 | 1 | There is only one error in mechanics. A full stop is missing at the end of the sentence. |

Example 2: The boy Dans.

| Criteria | Possible Values | Value given | Reason |
|--------------------------|-----------------|-------------|--|
| a. Communicative Ability | 0,1 | 1 | The sentence is clear and relevant. |
| b. Grammar | 0,1 | 0 | The verb 'Dans' instead of 'dances' or 'is dancing' doesn't agree with the subject 'The boy'. |
| c. Mechanics | 0,1 | 0 | There is more than one error in mechanics: 1. Misuse of capitalization in the middle of the sentence: 'Dans'. 2. The word: 'Dans' is misspelled. |

Example 3: the sister is doing the eat cake.

| Criteria | Possible Values | Value given | Reason |
|--------------------------|-----------------|-------------|---|
| a. Communicative Ability | 0,1 | 0 | The word 'doing' is inappropriate. |
| b. Grammar | 0,1 | 0 | The verb form 'is (doing the) eat' is incorrect and so is the use of the article 'the' before the verb 'eat'. |
| c. Mechanics | 0,1 | 1 | There is only one error in mechanics; a capital letter is missing at the beginning of the sentence. |

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Example 4: The baby is drink

| Criteria | Possible Values | Value given | Reason |
|--------------------------|-----------------|-------------|--|
| a. Communicative Ability | 0,1 | 1 | The sentence is clear and relevant. |
| b. Grammar | 0,1 | 0 | The verb form 'is drink' is incorrect. |
| c. Mechanics | 0,1 | 1 | There is only one error in mechanics; a full stop is missing at the end of the sentence. |

Example 5: The baby is set.

| Criteria | Possible Values | Value given | Reason |
|--------------------------|-----------------|-------------|---|
| a. Communicative Ability | 0,1 | 1 | The sentence is clear and relevant. |
| b. Grammar | 0,1 | 0 | The verb form 'is set' is incorrect. |
| c. Mechanics | 0,1 | 1 | There is only one error in mechanics; the word 'set' is misspelled. |