



מיצ"ב

מחווון למבחן באנגלית



כיתה ח | טור א | 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 incorrect information or irrelevant information is added to the correct answer, 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 ריאיון ברדיו.

קראו את שאלות 1 עד 5 לפני שתשמעו את הריאיון.

הקשיבו לריאיון, אתם תשמעו את הריאיון פעמיים.

Interviewer: Welcome to our program, Children of the World. Today we're going to meet 11-year-old David Johnson. He lives on a very small island near Canada. David, what is it like to live on your island?

David: Well, it's very different from where most people live. There are only 76 people living on the island. There are no cars but there are hundreds of sheep and cows. We only have one school and I'm the only pupil in it.

Interviewer: Why are you the only pupil in the school?

David: All the other children are older than me. They need to go to high school far away, because there isn't one on the island.

Interviewer: I see. Tell me about your school day.

David: School starts at 9 in the morning and I go home at 4 in the afternoon. I only have one teacher. Her name is Mrs. Smith. She teaches me all the different subjects – English, mathematics, history, music... and we also do lots of things outside.

Interviewer: What kinds of things?

David: Mrs. Smith and I like to walk around the island. One day last year, Mrs. Smith and I were walking and we found an old boat on the beach. She showed me how to clean it and paint it. Now, when the weather is good, we can use the boat and go sailing.

Interviewer: You're so lucky to go sailing during your school day! Tell me, do you have any friends to play with on the island?

David: Yes, I do, but only on weekends when my friends come back from high school. I have so much fun when my friends come on weekends. We play football, watch movies, and go swimming.

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Interviewer: Sounds like your island is a great place to live. Thank you so much David, for telling us about your life on the island. That's it from our program, Children of the World. We'll be back again next week, and we'll be talking to...

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.

עברו למשימה מספר שתיים.

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Listening Comprehension Transcript: Task 2

קריין: משימה מספר שתיים.

אתם עומדים לשמוע ריאיון נוסף ברדיו.

קראו את שאלות 6 עד 11 לפני שתשמעו את הריאיון.

הקשיבו לריאיון, אתם תשמעו את הריאיון פעמיים.

Interviewer: Hello listeners and welcome to our program. Today I am interviewing Professor Linda Marks. She is an American scientist, and works with a group of scientists. They are planning to send three astronauts to live on the moon. Good morning, Professor Marks.

Professor Marks: Good morning. Thank you for inviting me. I'm looking forward to telling you about our plans to send astronauts to live on the moon.

Interviewer: I must say that living on the moon sounds very exciting. The moon is not at all like our planet earth.

Professor Marks: You are absolutely right. The moon has no air and no food, and of course, there is nowhere to live.

Interviewer: So where will the astronauts live?

Professor Marks: Well, we will send them to the moon with everything they need to build a place to live. This will be their home, and it will look like a large tent and will be easy to build.

Interviewer: You mean, like a tent that you use when you go camping?

Professor Marks: Yes, but it needs to be very strong.

Interviewer: Why does their home need to be so strong?

Professor Marks: Rocks from space hit the moon all the time. The astronauts' home must be strong enough to stay standing even when rocks fall on it.

Interviewer: Space rocks sound dangerous. A falling rock could hurt someone!

Professor Marks: Yes, it could. But the astronauts wear very thick clothes. These thick clothes protect them from rocks that might hit them.

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- Interviewer:** It must be difficult moving around in those clothes.
- Professor Marks:** It is very difficult. They also have to wear thick gloves so it's hard for them to move their hands and fingers. This could be a problem when they are building their home. That's why their home will have large parts that fit together easily.
- Interviewer:** Aah, I understand. There will be no small parts for them to put together. So when are we going to have people living on the moon?
- Professor Marks:** We plan to have the first three people there in about 10 years. But it is a very expensive project. It could take much longer if we don't get enough money for it.
- Interviewer:** Well, it sounds very interesting. Let's hope you get the money you need and then you will have people living on the moon in 10 years' time. That's the end of our program for today. So, goodbye.

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.

סיימנו 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	OP	1 = 1 / one 0 = other	0,1
2	MC	2 = (a) It has one pupil. 0 = other	0,2
3	MC	2 = (c) walking with his teacher 0 = other	0,2
4	MC	2 = (b) He meets his friends. 0 = other	0,2
5	MC	2 = (d) Rosa, a 10-year-old dancer from Holland 0 = other	0,2

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TASK 2: Access to Information from Spoken Texts (AIST)			
Item #	Item Type	Scoring Key	Possible Values
6	MC	1 = (b) a scientist 0 = other	0,1
7	MC	2 = (c) send astronauts to live on the moon 0 = other	0,2
8	OP	2 = (large) tent / home / house / place to live 0 = other	0,2
9	MC	2 = (d) to keep the astronauts safe from falling rocks 0 = other	0,2
10	MC	2 = (a) the project is very expensive 0 = other	0,2
11	MC	2 = (c) gives information 0 = other	0,2

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TASK 3: Access to Information from Written Texts (AIWT)			
Item #	Item Type	Scoring Key	Possible Values
12	OP	<p>4 = Any answer referring to two of the examples below:</p> <ul style="list-style-type: none"> – Lee's brother helped her with her homework. – Lee heard a beautiful song. – Lee's friend told her a funny joke. <p>2 = only one correct example</p> <p>0 = other</p> <p>Note: If the pupil wrote two answers on the same line, assess as if they were written on two lines.</p>	0,2,4
13	OP	<p>3 = Any answer referring to the fact that Lee's notebook helps her feel happy / good; get through difficult days; think about good things.</p> <p>e.g., Because it makes her feel good; to feel better about her life; it helps her.</p> <p>0 = other</p>	0,3
14	MC	<p>3 = (b) to write three good things every day</p> <p>0 = other</p>	0,3
15	MC	<p>4 = (c) Small Happy Things</p> <p>0 = other</p>	0,4
16	MC	<p>3 = (b) help other pupils</p> <p>0 = other</p>	0,3
17	OP	<p>3 = Any answer giving an example of a positive thing that could happen to the pupil.</p> <p>e.g., I ate chocolate cake; I played football; I slept for 12 hours; I got a good grade.</p> <p>0 = other</p> <p>Note: Do not accept the examples from the text.</p>	0,3

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TASK 4: Access to Information from Written Texts (AIWT)															
Item #	Item Type	Scoring Key	Possible Values												
18	MC	4 = (c) riding a bike around the world 0 = other	0,4												
19	MC	3 = (d) he rode to Paris. 0 = other	0,3												
20	MC	3 = (b) look for a safe place 0 = other	0,3												
21	MC	4 = (a) so that people will read the full interview 0 = other	0,4												
22	CL	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>a. how long it took Tom to ride around the world</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>b. the place Tom hides from the tornado</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>c. what tornadoes look like</td> <td style="text-align: center;">✓</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. how long it took Tom to ride around the world	✓		b. the place Tom hides from the tornado		✓	c. what tornadoes look like	✓		0,1,3
	Yes	No													
a. how long it took Tom to ride around the world	✓														
b. the place Tom hides from the tornado		✓													
c. what tornadoes look like	✓														
23	OP	<p>3 = Any sentence conveying the pupil's opinion about reading the full interview and a supporting explanation of it based on information from the text.</p> <p>e.g., yes, I want to know how Tom survived; no, I don't like to read sports magazines; I don't want to read the interview because I don't like riding bikes.</p> <p>0 = other; answers that include a vague explanation or with an explanation that isn't based on the text.</p> <p>e.g., yes, it's interesting; No, because it's boring; I like this very much; it's cool.</p>	0,3												

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TASK 5: Written Presentation (WP)			
Item #	Item Type	Scoring Key	Possible Values
24CA Communicative Ability	OP	See instructions below.	0–6
24VO Vocabulary	OP	See instructions below.	0–3
24AC Accuracy	OP	See instructions below.	0–9
24LE Length	OP	See instructions below.	0–2
<p>Assess pupils' writing according to the rating scales below. Grades are given for Communicative Ability (0–6), Vocabulary (0–3), Accuracy (0–9), and Length (0–2) for the entire task.</p> <p>Note 1: The intermediate levels are for levels of writing that fall between the detailed descriptions in Communicative Ability and Accuracy.</p> <p>Note 2: If the content isn't relevant, give 0 for all criteria.</p> <p>Note 3: If the pupil didn't write in English, give 0 for all criteria.</p>			

Communicative Ability	
<ul style="list-style-type: none"> All information is relevant to the topic Message is clear and easy to follow 	6
	5
<ul style="list-style-type: none"> Information is relevant to the topic, but limited Message is mostly clear and organized 	4
	3
<ul style="list-style-type: none"> Information is limited and / or mostly irrelevant to the topic Message is difficult to follow 	2
	1
<ul style="list-style-type: none"> Only copies instructions 	0

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Vocabulary	
• Vocabulary is varied and appropriate	3
• Vocabulary is appropriate	2
• Vocabulary is limited	1
• Writes isolated words	0
• Only copies instructions	

Accuracy	
<ul style="list-style-type: none"> • Correct simple sentence structure (subject, verb, and correct word order) • Mostly correct use of compound or more complex sentences, if attempted • Mostly correct subject–verb agreement, tense, pronouns, articles and prepositions • Mostly correct spelling, punctuation, and capitalization 	9
	7–8
<ul style="list-style-type: none"> • Partially correct simple sentence structure (subject, verb, and correct word order) • Errors in complex sentences, if attempted • Some errors of subject–verb agreement, tense, pronouns, articles and prepositions • Occasional errors in spelling, punctuation and capitalization 	6
	4–5
<ul style="list-style-type: none"> • Mostly incorrect simple sentence structure (subject, verb, and correct word order) • Many errors of subject–verb agreement, tense, pronouns, articles and prepositions • Many errors in spelling, punctuation, and capitalization 	3
	1–2
<ul style="list-style-type: none"> • Not enough language to assess accuracy • Writes isolated words • Only copies instructions 	0

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Length	
• Writes at least 70 words	2
• Writes between 60–69 words	1
• Writes 59 words or fewer	0
• Only copies instructions	

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																		
25	MC	3 = (b) are always in our eyes 0 = other	0,3																		
26	CL	3 = The pupil chose the two following answers: <input checked="" type="checkbox"/> They protect our eyes from strong light. <input type="checkbox"/> They are caused by strong emotion. <input type="checkbox"/> They keep our eyes wet. <input checked="" type="checkbox"/> They have chemicals in them. <input type="checkbox"/> They help us calm down. 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																		
27	CL	<table border="1"> <thead> <tr> <th></th> <th>Reflex Tears</th> <th>Psychogenic Tears</th> </tr> </thead> <tbody> <tr> <td>a. You fall and hurt your leg.</td> <td></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>b. You get sand in your eyes.</td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td>c. You watch a sad movie.</td> <td></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>d. You make a salad with onions.</td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td>e. You are outside on a windy day.</td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> </tbody> </table> 4 = five correct answers 3 = four correct answers 2 = three correct answers 1 = two correct answers 0 = one or no correct answers		Reflex Tears	Psychogenic Tears	a. You fall and hurt your leg.		<input checked="" type="checkbox"/>	b. You get sand in your eyes.	<input checked="" type="checkbox"/>		c. You watch a sad movie.		<input checked="" type="checkbox"/>	d. You make a salad with onions.	<input checked="" type="checkbox"/>		e. You are outside on a windy day.	<input checked="" type="checkbox"/>		0–4
	Reflex Tears	Psychogenic Tears																			
a. You fall and hurt your leg.		<input checked="" type="checkbox"/>																			
b. You get sand in your eyes.	<input checked="" type="checkbox"/>																				
c. You watch a sad movie.		<input checked="" type="checkbox"/>																			
d. You make a salad with onions.	<input checked="" type="checkbox"/>																				
e. You are outside on a windy day.	<input checked="" type="checkbox"/>																				
28	OP	3 = Any answer referring to the tears protecting our eyes or keeping them healthy. e.g., help our eyes; they save the eyes; keep my eyes healthy. 0 = other	0,3																		

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TASK 6: Access to Information from Written Texts (AIWT)			
29	MC	4 = (d) They make us feel better. 0 = other	0,4
30	MC	3 = (c) there are tears in our eyes even when we don't really cry 0 = other	0,3

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Appendix

Scoring Examples of the Written Presentation Task

Example 1

I think a robot that I want is like a friend to me. It looks like a small flying robot. This robot have an emotions like humans, he can help me to do my homework and he can play with me every day. I want this robot so much because It can give me motivation to work hard or study more at school.

(63 words)

Criteria	Possible Values	Value Given	Reason
Communicative Ability (CA)	0–6	6	Information is clear and relevant. Message is clear and easy to follow.
Vocabulary (VO)	0–3	3	Varied and appropriate vocabulary. Words such as: emotions, human, motivation are used correctly.
Accuracy (AC)	0–9	7	Mostly correct sentence structure, subject-verb agreement. Two serious, basic errors: the robot have, an emotions . Spelling, punctuation and capitalization: because It can
Length (LE)	0–2	1	Fewer than 70 words.

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Example 2

I want a robot how Do For me a lot of thinikes like: nail polish, foot, home - work beacuse is less work for me, and it easy...

What is spishel in this robot is , taht he Do my hard staf in 5 minits..

(44 words)

Criteria	Possible Values	Value Given	Reason
Communicative Ability (CA)	0–6	4	Information is relevant to the topic but limited; message is clear but lacks organization. Message is not easy to follow, not clear what the writer meant with: foot
Vocabulary (VO)	0–3	1	Limited vocabulary.
Accuracy (AC)	0–9	2	Errors in spelling and capitalization: e.g., robot how Do For me thinikes spishel taht minits Sentence structure: e.g., because is less work for me Many errors in subject verb agreement: e.g., he Do my
Length (LE)	0–2	0	Fewer than 59 words

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Example 3

I whold like a robot that look and behaves (מתנהג) like a dog. the rodo-dog will like lik a regiular (רגיל) dog, he will enterteyn me (יבדר אותי) and play withe me. he whold keep me busy (עסוקה) when the night came, the dog will keep the house safe. he will have a soker (שוקר) and he will atak roders (שודדים). the rodo-dog wont be aydal (מסוגל) to eat but he will be aydal to dring water. he is good to help students with ther homework useing vidios.

(80 words)

Criteria	Possible Values	Value Given	Reason
Communicative Ability (CA)	0–6	4	All information is relevant to the topic; it is organized but it is difficult to follow. It has to be read twice to understand what the writer meant to say. The use of Hebrew shows that it was difficult to convey the message in English.
Vocabulary (VO)	0–3	3	Vocabulary is varied with good use of collocations: keep busy, keep the house safe.
Accuracy (AC)	0–9	4	Correct simple sentence structure. Correct use of compound sentences. Many errors in spelling and capitalization: e.g., whold dog. the rodo-dog enterteyn soker atak Sentence structure is mostly correct but some problems with tense: e.g., he will be aydal to dring water. he is good to help
Length (LE)	0–2	2	more than 70 words.

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Example 4

Hy, my name is XXX and my dream robot is the one that help me with my homework and will make me a worm lunch evrey day. I whant that the robot will be nice and helppful. If he will be like a real person, I ges that we can be like best friend. This special robot need to be small and simpel and very smart. So it's my dream robot hoped you enjoy to need this.

(77 words)

Criteria	Possible Values	Value Given	Reason
Communicative Ability (CA)	0–6	6	Message is clear and easy to follow; information is relevant.
Vocabulary (VO)	0–3	2	Vocabulary is appropriate, but not varied.
Accuracy (AC)	0–9	5	Errors of subject-verb agreement, tense and spelling: The one that help Robot need to be Many errors in spelling, punctuation and capitalization e.g., worm evrey helppful
Length (LE)	0–2	2	Wrote more than 70 words.

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Example 5

Help Me ON hoMeWolk
MAKE Me fooD
CLeAN My thiNKS
PLAy With Me footBALL
Teh robot Look A BIG BOX Ant 2 heND AND LEGS,
and his hiGe is 1.89 AND stRoNG AND I WhANt the
ROBOT Be funny AND cool I WANt to LOVe The
ROBOT.. I WhANt The RoBot Be my Best freNiD
(55 words)

Criteria	Possible Values	Value Given	Reason
Communicative Ability (CA)	0–6	3	Message is relevant to the topic with a description and what the pupil wants the robot to do; message is partly clear but difficult to follow; not organized.
Vocabulary (VO)	0–3	2	Vocabulary is appropriate.
Accuracy (AC)	0–9	2	Incorrect sentence structure: e.g., Teh robot Look A BIG BOX Errors of subject-verb-object; tense, pronouns: e.g., ROBOT Be funny Most words spelled incorrectly. Incorrect use of capital letters. No punctuation.
Length (LE)	0–2	0	Too short: fewer than 59 words.

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Example 6

The robot that I wont is a smol robot that can gat in my paket what the things spesel of theis robot it that he can do mane when aver I want and wite this many I can by the ater robot's children in the class that I hav a lot of Robots. the ater thing that the robot and do is to get fly with who whis this robot.

(70 words)

Criteria	Possible Values	Value Given	Reason
Communicative Ability (CA)	0–6	3	Message is relevant to topic; message is difficult to follow.
Vocabulary (VO)	0–3	1	Vocabulary is limited.
Accuracy (AC)	0–9	2	Mostly incorrect sentence structure: e.g., The thing spesel of theis robot it that Errors of spelling and capitalization: e.g., pak et (pocket) spesel mane wite hav a lot of Robots ater thing Punctuation is almost non-existent.
Length (LE)	0–2	2	Meets the criteria for length (70 words)