



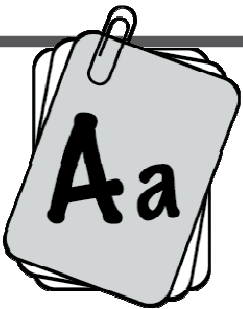
מדינת ישראל  
משרד החינוך  
دولة إسرائيل  
وزارة التربية

ראמ"ה  
הרשות הארצית  
למדידה והערכה בחינוך  
راما  
السلطة القطرية  
للقياس والتقييم في التربية

המזכירות הפדגוגית  
السكرتارية التربوية

מיצ"ב

מיטסאף



# Scoring Key for the English Exam

5th Grade | Version A




1005

תשע"ט



# Guidelines for marking the exam

This document contains the transcript for the listening comprehension tasks and the scoring key for the Meitzav exam. The scoring key guidelines are intended for internal and external markers.

- This symbol  indicates guidelines for external markers only.

## All item types:

- If the pupil did not mark or write an answer, or wrote "don't know", drew a picture, copied instructions etc., internal Meitzav markers leave the grade cell empty in the Meitzavit.



External Meitzav markers mark the "no answer" option on the computer.

## Open-ended items:

- Do **not** deduct points for grammar or spelling mistakes unless indicated otherwise.
- When an answer contains more than the information required:
  - If the additional information is incorrect, consider the whole answer as incorrect.
  - If the additional information is not incorrect, do not deduct points, unless there is substantial irrelevant information.
- For certain items, some of the scoring guidelines are given in parentheses. These additions are correct, but not essential, in pupils' answers. Therefore, accept answers even if they don't include these additions.



The right hand side of every open item on the external exam has grading boxes for markers' use ("لاستعمال المصحح" "לשימוש הבודק"). External Meitzav markers write the score for each item inside these boxes.

## Multiple-choice items:

- Internal Meitzav markers evaluate the answer according to the scoring key and enter the appropriate grade.



External Meitzav markers enter the pupil's answer.

- If the pupil marked two or more answers, internal Meitzav markers give zero points.



External Meitzav markers enter the "several answers" option.

## Listening Comprehension Transcript: Task 1

**המְדִיעָה:** מֵרֵבָּ בְּכֵם אֵיחָה הַתְּלָמִידִים הָאֲזָרָא. יִבְדֵּא אִמְחָן הַלְּגָה  
הַאִנְגְלִיזִיָּה בְּמִהְמֵתִין בִּי פִהֵם הַמְּסֻמָּע.  
הַמִּהְמָה רֵקֵם וָאֲחֵד.  
סִתְּסַמְעוֹן אֵלֵי אִעְלָנָתִים תְּגָרִיָּה בִּי הַרָדִיּוֹ.  
תִּמְעַנּוּ בִּי הַסּוֹר.  
אִסְתַּמְעוּ אֵלֵי הַאִעְלָנָתִים הַתְּגָרִיָּה וְאִחְתָּרוּ הַסּוֹרָה  
הַמְּלֵאמָה לְכָל אִעְלָן.  
אִכְתְּבוּ רֵקֵם כָּל אִעְלָן בִּי הַמְּרִיעַ הַאִזִּי תַּחַת הַסּוֹרָה  
הַמְּלֵאמָה לֵה.  
אִסְתַּמְעוּ אֵלֵי הַמִּתָּל.

**קִרְיִין:** שְׁלוֹם תְּלָמִידִים. הַמְּבַחֵן בְּאִנְגְלִית מֵתַחִיל  
בְּשֵׁתִי מְשִׁימוֹת בְּהַבְנַת הַנְּשֻׁמָּע.  
מְשִׁימָה מְסַפֵּר אַחַת.  
אַתֶּם עוֹמְדִים לְשֻׁמּוֹעַ פְּרוֹסוֹמוֹת בְּרָדִיּוֹ.  
הַתְּבוֹנָה בְּתֻמוֹנוֹת.  
הַקְּשִׁיבוּ לְפְרוֹסוֹמוֹת וּבַחֲרוּ אֵת הַתְּמוֹנָה  
הַמְּתַאימָה לְכָל פְּרוֹסוֹמָה.  
כְּתוּבוּ אֵת הַמְּסַפֵּר שֶׁל כָּל פְּרוֹסוֹמָה בְּמִשְׁבַּצַּת  
שֶׁמֵתַחַת לְתֻמוֹנָה הַמְּתַאימָה לֵה.  
הַקְּשִׁיבוּ לְדוֹגְמָה.

Example: Hello everybody! Do you want to learn to speak Japanese? Call  
Japan School now.

**הַמְּדִיעָה:** הַסּוֹרָה הַמְּלֵאמָה לְאִעְלָן הַאִזִּי סִמְעִתְמוּהָ הִיא הַסּוֹרָה  
הַאִזִּי כְּתִיבַת תַּחְתֵּיהָ הַכְּלֵמָה "מִתָּל".  
אֲנִי אִסְתַּמְעוּ אֵלֵי בְּקִיָּה הַאִעְלָנָתִים הַתְּגָרִיָּה וְאִחְתָּרוּ  
הַסּוֹרָה הַמְּלֵאמָה לְכָל אִעְלָן. אִכְתְּבוּ רֵקֵם הַאִעְלָן בִּי  
הַמְּרִיעַ הַאִזִּי תַּחַת הַסּוֹרָה הַמְּלֵאמָה לֵה.  
סִתְּסַמְעוֹן אֵלֵי הַאִעְלָנָתִים הַתְּגָרִיָּה מְרִיָּתִין.  
אִנְתִּיבְּהוּ: עֵדֵד הַסּוֹרָה אֲכַתֵּר מֵמָה תַּחְתָּגוֹן אֵלֵי.

**קִרְיִין:** הַתְּמוֹנָה הַמְּתַאימָה לְפְרוֹסוֹמָה שֶׁשִּׁמְעֵתֶם הִיא  
הַתְּמוֹנָה שֶׁמֵתַחַתֶּיהָ כְּתוּבָה הַמִּילָה 'דוֹגְמָה'.  
עַכְשִׁיו הַקְּשִׁיבוּ לְשָׂר הַפְּרוֹסוֹמוֹת וּבַחֲרוּ אֵת  
הַתְּמוֹנָה הַמְּתַאימָה לְכָל פְּרוֹסוֹמָה. כְּתוּבוּ אֵת  
מְסַפֵּר הַפְּרוֹסוֹמָה בְּמִשְׁבַּצַּת שֶׁמֵתַחַת לְתֻמוֹנָה  
הַמְּתַאימָה לֵה.  
אַתֶּם תִּשְׁמְעוּ אֵת הַפְּרוֹסוֹמוֹת פְּעִמִּים.  
שִׁימוּ לִב: יֵשׁ יוֹתֵר תְּמוֹנוֹת מֵהַנְּדֵרֵשׁ.

Number 1: Sam's Book Store opens tomorrow in Tel Aviv. Come in and find a book to read.

**קריין:** בחרו את התמונה המתאימה לפרסומת וכתבו את המספר אחת במשבצת שמתחתיה.  
**המדיעה:** اختاروا الصورة الملائمة للإعلان واكتبوا الرقم واحد في المربع الذي تحتها.

Number 2: Come to the city market this Thursday and get a free cup of orange juice!

Number 3: Do you want to learn how to use a computer? Our first computer lesson starts next week!

Number 4: Don't miss the summer music show at the park. Roy Donald will sing his best songs.

Number 5: Do you want to learn a new sport? Come to the kids sports center today!

**קריין:** עכשיו תשמעו את הפרסומות פעם נוספת.  
זו הזדמנות טובה לבדוק את התשובות שלכם.  
**השמעה נוספת)**  
עברו למשימה מספר שתיים.  
**המדיעה:** الآن ستستمعون إلى الإعلانات التجارية مرة أخرى.  
إنها فرصة جيدة لكي تراجعوا إجاباتكم.  
(إسماع النصّ مرة ثانية)  
انتقلوا إلى المهمة رقم اثنين.

## Listening Comprehension Transcript: Task 2

**קריין:** משימה מספר שתיים. אתם עומדים לשמוע ריאיון ברדיו. קראו את שאלות 2 עד 7 לפני שתשמעו את הריאיון. הקשיבו לריאיון. אתם תשמעו את הריאיון פעמיים.

**המדיעה:** המהמה رقم اثنين. ستستمعون إلى مقابلة في الراديو. اقرأوا الأسئلة 2 إلى 7 قبل أن تستمعوا إلى المقابلة. استمعوا إلى المقابلة. ستستمعون إلى المقابلة مرتين.

**Reporter:** Hello, listeners. Welcome to our program. Today I want to talk to a girl who lives in a very special place.

Hi Jane, please tell us about the place you live in.

**Jane:** I live with my family in a small town in Alaska. This is a very special town because it only has one building.

**Reporter:** Only one building? That's strange! So where do all the people in the town live?

**Jane:** We all live in this building.

**Reporter:** Everybody lives in one place?

**Jane:** Yes, there are only 200 people in our town and the building is very big. We have a supermarket, a police station and a school in our building. Everything we need is in one place.

**Reporter:** You have a supermarket, a police station and a school inside your building!? That's interesting! But why does everything need to be in the same building?

**Jane:** Because the weather in Alaska is very cold. There is snow everywhere and it is not safe to go outside and drive. When there is a lot of snow we cannot open the door of the building. This is why we have everything we need in one place, inside our building.

**Reporter:** Do you like living in a building with so many people?

**Jane:** Oh yes, it makes life very easy sometimes. When I need help with my homework, I go down and ask my school teacher for help.

**Reporter:** So your teacher is also your neighbor. That's good that she can help you after school.

- Jane:** Yes, it is. I know all the people in the building, so I never feel alone.
- Reporter:** You're so lucky to know all your neighbors! Do you go out of the building sometimes?
- Jane:** Yes, sometimes. When there is no snow, we go out of the building and drive to the big city.
- Reporter:** Tell me, do people from the city come to visit your town sometimes?
- Jane:** Yes, they do. People come to see our special building.
- Reporter:** I'm sure it's interesting to see the way you live!  
Thank you, Jane, it was nice talking to you.

- קריין:** ענו באנגלית על השאלות לפי מה ששמעתם. **המדיעה:** أجبوا باللغة الإنجليزية عن الأسئلة بحسب ما سمعتم.
- עכשיו תשמעו את הריאיון פעם נוספת. **השמעה נוספת)**
- זו הזדמנות טובה לבדוק את התשובות שלכם. **בדקו את התשובות שלכם.**
- סיימנו את החלק הראשון של המבחן. **עברו לשאר המשימות.**
- בהצלחה!
- الآن ستستمعون إلى المقابلة مرة أخرى. **إنها فرصة جيدة لكي تراجعوا إجاباتكم.**
- (إسماع النص مرة ثانية) **راجعوا إجاباتكم.**
- أنهينا القسم الأول من الامتحان. **انتقلوا إلى المهمات التالية.**
- نتمنى لكم النجاح!

# Task 1 – Commercials

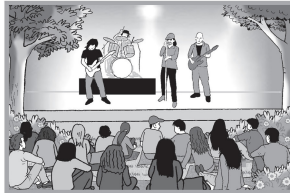
## Access to Information from Spoken Texts

Objective: Understanding the meaning of the sentence and matching it to the correct picture (Literal)

A



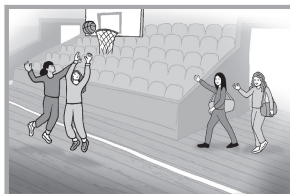
B



C



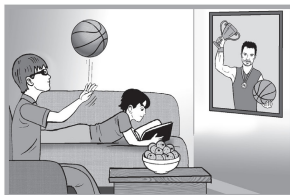
D



E



F



G



H





## Question 1\_1

2 pts The pupil wrote "1" under picture E.

0 pts other



**External Meitzav markers:** enter the pupil's answer.

## Question 1\_2

2 pts The pupil wrote "2" under picture C.

0 pts other



**External Meitzav markers:** enter the pupil's answer.

## Question 1\_3

2 pts The pupil wrote "3" under picture H.

0 pts other



**External Meitzav markers:** enter the pupil's answer.

## Question 1\_4

2 pts The pupil wrote "4" under picture B.

0 pts other



**External Meitzav markers:** enter the pupil's answer.

## Question 1\_5

2 pts The pupil wrote "5" under picture D.

0 pts other



**External Meitzav markers:** enter the pupil's answer.

# Task 2 – Jane's Building

## Access to Information from Spoken Texts

### Question 2

Objective: Identifying an explicit fact in the text (Literal)

2 pts (a) 1

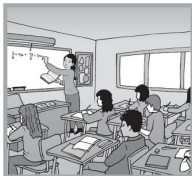
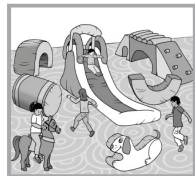
0 pts other



**External Meitzav markers:** enter the pupil's answer.

### Question 3

Objective: Identifying explicit facts in the text (Literal)



**3 pts** The pupil ticked the three correct places (the supermarket, the police station and the school) and nothing else.

**1 pt** The pupil ticked three places and only two of them are correct;  
The pupil only ticked two places and they are both correct.

**0 pts** The pupil ticked one or no correct places;  
The pupil ticked more than three places.

## Question 4

Objective: Understanding an implicit idea in the text (Inference)

3 pts (c) People stay inside the building.

0 pts other



**External Meitzav markers:** enter the pupil's answer.

## Question 5

Objective: Identifying an explicit fact in the text (Literal)

2 pts (a/the/her) teacher

0 pts other

## Question 6

Objective: Understanding an explicit idea in the text (Literal)

2 pts (d) knows everyone in her town

0 pts other



**External Meitzav markers:** enter the pupil's answer.

## Question 7

Objective: Understanding an explicit idea in the text (Literal)

3 pts (a) to see how people live there

0 pts other



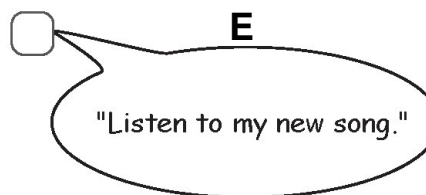
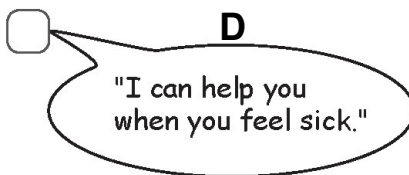
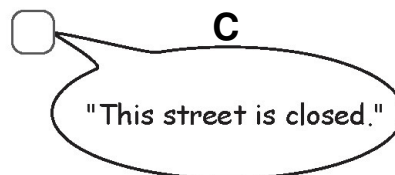
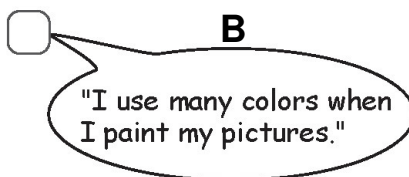
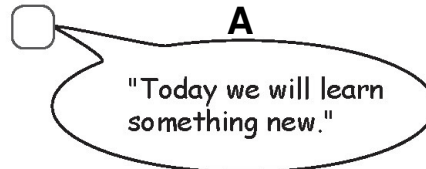
**External Meitzav markers:** enter the pupil's answer.

# Task 3 – Professions

## Access to Information from Written Texts

Objective: Understanding the meaning of the sentence and matching it to the correct picture (Inference)

Example דוגמה



### Question 8A

2 pts The pupil wrote "6" by bubble A.

0 pts other



**External Meitzav markers:** enter the pupil's answer.

### Question 8B

2 pts The pupil wrote "4" by bubble B.

0 pts other



**External Meitzav markers:** enter the pupil's answer.

## Question 8C

**2 pts** The pupil wrote "8" by bubble C.

**0 pts** other



**External Meitzav markers:** enter the pupil's answer.

## Question 8D

**2 pts** The pupil wrote "2" by bubble D.

**0 pts** other



**External Meitzav markers:** enter the pupil's answer.

## Question 8E

**2 pts** The pupil wrote "5" by bubble E.

**0 pts** other



**External Meitzav markers:** enter the pupil's answer.

### Question 9\_1

2 pts The pupil wrote/circled "forty one".

0 pts other



**External Meitzav markers:** enter the pupil's answer.

### Question 9\_2

2 pts The pupil wrote/circled "work".

0 pts other



**External Meitzav markers:** enter the pupil's answer.

### Question 9\_3

2 pts The pupil wrote/circled "places".

0 pts other



**External Meitzav markers:** enter the pupil's answer.

### Question 9\_4

2 pts The pupil wrote/circled "people".

0 pts other



**External Meitzav markers:** enter the pupil's answer.

### Question 9\_5

2 pts The pupil wrote/circled "love".

0 pts other



**External Meitzav markers:** enter the pupil's answer.

# Task 4 – Alex and Kira

## Access to Information from Written Texts

### Question 10

Objective: Identifying explicit facts in the text (Literal)

**3 pts** The pupil completed the sentence with two correct answers:

Alex lives in Russia and Kira lives in Japan.

**1 pt** The pupil completed the sentence with only one of the answers above.

**0 pts** other

e.g.,

- Alex lives in Russian and Kira lives in Japanese.

### Question 11

Objective: Identifying an explicit fact in the text (Literal)

**3 pts** (d) an even number of flowers

**0 pts** other



**External Meitzav markers:** enter the pupil's answer.

### Question 12

Objective: Identifying an explicit fact in the text (Literal)

**3 pts** (to keep their house) clean

**0 pts** other

## Question 13

Objective: Making assumptions based on the text (Inference)

4 pts three correct answers

2 pts two correct answers

0 pts one or no correct answers

	Alex	Kira
a. "Do you like this game?"	✓	
b. "Do you want some more sushi?"		✓
c. "Please wear these socks."		✓



**External Meitzav markers:** enter the pupil's answers.

## Question 14

Objective: Inferring the general idea of the text (Inference)

4 pts (a) Welcome to Our House

0 pts other



**External Meitzav markers:** enter the pupil's answer.

## Question 15

Objective: Extracting relevant information from two parts of the text and finding the similarity (Integration)

3 pts (b) eat together

0 pts other



**External Meitzav markers:** enter the pupil's answer.



# Task 5 – Strange Park

## Written Presentation

### Question 16

Objective: Writing discrete words using correct spelling

#### Writing Guidelines (Word Level)

- Accept all things that appear in the picture and are spelled correctly.

Note: Do not accept the word(s) '(a) car' (given as an example).

- Evaluate each of the five words separately and then give a total score.

**3 pts** The pupil wrote five or four correct words.

**2 pts** The pupil wrote three correct words.

**1 pt** The pupil wrote two or one correct words.

**0 pts** other

## Question 17

Objective: Writing sentences using correct grammar, spelling and punctuation

### Writing Guidelines (Sentence Level)

1. Evaluate each of the four sentences separately according to the writing guidelines below and the three criteria for assessment on the next page.
2. Give 0 points for all criteria if at least one of the following occurs:
  - The sentence is incomprehensible.
  - The sentence is completely irrelevant to what is seen in the picture.
  - The sentence does not include a **subject** or a **verb** or an **object** when necessary.
3. In case of a compound sentence, evaluate the sentence if at least one part of the sentence includes a subject, a verb and an object when necessary. If both parts of the sentence lack one of these key elements, give 0 points for all criteria.
4. If there is more than one sentence on the same line, evaluate only the first one.
5. If the pupil did not write anything, did not write anything in English or only copied instructions, internal meitzav markers should leave the grade cells empty in the Meitzavit.



**External Meitzav markers:** mark the "no answer" option for all three criteria on the computer.

6. Internal Meitzav markers add up the points for each of the four sentences and give a total score between 0 and 12 for question 17 in the Meitzavit.



**External Meitzav markers:** for each of the four sentences, enter the scores for the three criteria separately.

## Communicative Ability (CA)

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**1 pt** The sentence is clear and relevant and the vocabulary is appropriate.

AND

The sentence refers to something **strange** in the picture.

**0 pts** Some vocabulary is irrelevant or inappropriate.

OR

The sentence **does not** refer to something strange in the picture.

e.g.,

- The sun is happy.
- I see a tree in the park.

## Grammar (GR)

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**1 pt** Correct sentence structure, subject-verb agreement, form of the verb, pronouns, articles, prepositions, singular/plural.

**0 pts** Incorrect sentence structure and/or errors of subject-verb agreement, form of the verb, pronouns, articles, prepositions, singular/plural.

## Mechanics (ME)

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**1 pt** One or no errors in capitalization, spelling or full stop.

**0 pts** Two or more errors in capitalization, spelling or full stop.

- Note:
- All capitalization errors in a word are considered one error and all spelling errors in a word are considered one error.
  - If a word contains both a capitalization error and a spelling error – consider them as two errors.

\* For scoring examples of the written presentation task see appendix.

# Task 6 – Back in Time

## Access to Information from Written Texts

### Question 18

Objective: Understanding an explicit idea in the text (Literal)

3 pts (d) life many years ago

0 pts other



**External Meitzav markers:** enter the pupil's answer.

### Question 19

Objective: Understanding an explicit idea in the text (Literal)

4 pts (b) It looks like an old village.

0 pts other



**External Meitzav markers:** enter the pupil's answer.

### Question 20

Objective: Making assumptions based on the text (Inference)

4 pts three correct answers

2 pts two correct answers

0 pts one or no correct answers

	Yes	No
a. "Let's cook potatoes over the fire."	✓	
b. "This is the village bus."		✓
c. "Let's go to feed the horses."	✓	



**External Meitzav markers:** enter the pupil's answers.

## Question 21

Objective: Understanding an explicit idea in the text (Literal)

**3 pts** Any answer that refers to the museum looking or feeling like a real/old village:

- The actors are good.
- The visitors believe what the actors are saying.
- The visitors feel like they are going back in time.

**0 pts** other

## Question 22

Objective: Inferring the purpose of the writer's rhetorical question (Inference)

**3 pts** (a) to get people to read the text

**0 pts** other



**External Meitzav markers:** enter the pupil's answer

## Question 23

Objective: Integrating information from the text to give a personal response (Personal Response)

**3 pts** Any answer that shows why the pupil wants or doesn't want to visit the museum.

e.g.,

- I want to visit this museum because I want to see how people lived 400 years ago.
- Yes, I like to watch actors.
- I don't want to go there because I went to a living history museum in Holland.

**0 pts** other

## Appendix

### Scoring Examples of the Written Presentation Task

The tree is smiling.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	1	The sentence is clear and relevant and the vocabulary is appropriate. The sentence refers to something strange in the picture.
Grammar	0,1	1	The grammar is correct.
Mechanics	0,1	1	No errors in mechanics.

It is hot and cold.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	1	The sentence is clear and relevant and the vocabulary is appropriate. The sentence refers to something strange in the picture.
Grammar	0,1	1	The grammar is correct.
Mechanics	0,1	1	No errors in mechanics.

I see a car.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	1	The sentence is clear and relevant and the vocabulary is appropriate. The sentence refers to something strange in the picture: seeing cars in a park that has no roads.
Grammar	0,1	1	The grammar is correct.
Mechanics	0,1	1	No errors in mechanics.

There are fish in the park.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	1	The sentence is clear and relevant and the vocabulary is appropriate. The sentence refers to something strange in the picture: having fish in a park that has no pond.
Grammar	0,1	1	The grammar is correct.
Mechanics	0,1	1	No errors in mechanics.

The fsh fly.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	1	The sentence is clear and relevant and the vocabulary is appropriate. The sentence refers to something strange in the picture.
Grammar	0,1	1	The grammar is correct.
Mechanics	0,1	1	There is one error in mechanics: a misspelled word 'fsh'.

There are some fish on the sky , they strange thing.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	1	This is a compound sentence. The sentence is clear and relevant and the vocabulary is appropriate. The sentence refers to something strange in the picture.
Grammar	0,1	0	The first part of the sentence includes a subject and a verb but the second part of the sentence is missing a verb. Therefore, give 0 points for grammar.  There is also misuse of the preposition 'on' instead of 'in'.
Mechanics	0,1	1	No errors in mechanics.

I sea a man on the bed he drink.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	1	This is a compound sentence. It is clear and relevant and the vocabulary is appropriate. It refers to something that looks strange in the picture.
Grammar	0,1	0	Both parts of the sentence include a subject and a verb but the verb form 'drink' is incorrect. Therefore, give 0 points for grammar.
Mechanics	0,1	1	There is only one error in mechanics: a misspelled word 'sea'.

I sea a cat and on the cat it hat.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	1	The sentence is clear and relevant and the vocabulary is appropriate. The sentence refers to something that looks strange in the picture.
Grammar	0,1	0	This is a compound sentence. The first part of the sentence includes a subject and a verb and the second part of the sentence is missing a verb. Therefore, give 0 points for grammar.
Mechanics	0,1	1	There is only one error in mechanics: a misspelled word 'sea'.



They are fish flying.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	0	The sentence is clear and relevant but the use of the word 'They' instead of 'There' is inappropriate.
Grammar	0,1	1	The grammar is correct.
Mechanics	0,1	1	No errors in mechanics.

I see a dog.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	0	The sentence is clear and relevant and the vocabulary is appropriate. The sentence does not refer to something strange in the picture because it is normal to see dogs in the park.
Grammar	0,1	1	The grammar is correct.
Mechanics	0,1	1	No errors in mechanics.

There is rain.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	0	The sentence is clear and relevant and the vocabulary is appropriate. The sentence does not refer to something strange in the picture.
Grammar	0,1	1	The grammar is correct.
Mechanics	0,1	1	No errors in mechanics.

## Cat is cool

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	1	The sentence is clear and relevant and the vocabulary is appropriate. The sentence may refer to the fact that the cat has sunglasses, therefore, it indicates a strange thing.
Grammar	0,1	0	An article ('the') is missing at the beginning of the sentence.
Mechanics	0,1	1	There is only one error in mechanics: a full stop is missing at the end of the sentence.

## Cat eating flawar.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	1	The sentence is clear and relevant and the vocabulary is appropriate. The sentence refers to something strange in the picture.
Grammar	0,1	0	The verb form 'eating' is incorrect as the agreement with the subject (is) is missing. An article ('the' / 'a') is also missing at the beginning of the sentence.
Mechanics	0,1	1	There is only one misspelled word 'flawar'.

### The mat flying.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	1	The sentence is clear and relevant and the vocabulary is appropriate. The sentence refers to something strange in the picture.
Grammar	0,1	0	The agreement with the subject (is) is missing.
Mechanics	0,1	1	No errors in mechanics.

### The fishs are flu.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	1	The sentence is clear and relevant and the vocabulary is appropriate. The sentence refers to something strange in the picture.
Grammar	0,1	0	There is an incorrect form of the plural word 'fish' and the verb form 'are flu' is incorrect.
Mechanics	0,1	1	There is only one error in mechanics: a misspelled word: 'flu'.

### The dog has a umbrela.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	1	The sentence is clear and relevant and the vocabulary is appropriate. The sentence refers to something strange in the picture.
Grammar	0,1	0	Misuse of the article 'a' instead of 'an' before the word 'umbrela'.
Mechanics	0,1	1	There is one error in mechanics: a misspelled word 'umbrela'.

## Dad is sleaping

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	1	The sentence is clear and relevant and the vocabulary is appropriate. Sleeping in the park could be considered a strange thing.
Grammar	0,1	1	The grammar is correct.
Mechanics	0,1	0	There is more than one error in mechanics: 1. The word 'sleaping' is misspelled. 2. There is no full stop.

## The thre is happe.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	1	The sentence is clear and relevant and the vocabulary is appropriate. The sentence refers to something strange in the picture because the tree has a smiling face.
Grammar	0,1	1	The grammar is correct.
Mechanics	0,1	0	There is more than one error in mechanics: the words 'thre' and 'happe' are misspelled.

the dog is eating the amdrela.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	1	The sentence is clear and relevant and the vocabulary is appropriate. The sentence refers to something strange in the picture.
Grammar	0,1	1	The grammar is correct.
Mechanics	0,1	0	There is more than one error in mechanics:  1. No capital letter at the beginning of the sentence.  2. The word 'amdrela' is misspelled.

The dad is drink shoko.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	0	The sentence is clear and relevant but the word 'shoko' is inappropriate as it is not a word in English.
Grammar	0,1	0	The verb form 'is drink' is incorrect.
Mechanics	0,1	1	No errors in mechanics.

## The Fish Flaying

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	1	The sentence is clear and relevant and the vocabulary is appropriate. The sentence refers to something strange in the picture.
Grammar	0,1	0	The verb form 'Flaying' is incorrect as the agreement with the subject (is) is missing.
Mechanics	0,1	0	There is more than one error in mechanics: 1. Misuse of capitalization in two words: 'Fish and Flaying'. 2. The word 'flaying' is misspelled. 3. There is no full stop.

## Dog is ander the amdrela.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	1	The sentence is clear and relevant and the vocabulary is appropriate. The sentence refers to something strange in the picture.
Grammar	0,1	0	The article 'The' is missing at the beginning of the sentence.
Mechanics	0,1	0	There is more than one error in mechanics: the words 'ander', 'amdrela' are misspelled.

## Dad sliping in the Park.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	1	The sentence is clear and relevant and the vocabulary is appropriate. The sentence refers to something strange in the park.
Grammar	0,1	0	The verb form 'sliping' is incorrect as the agreement with the subject (is) is missing.
Mechanics	0,1	0	There is more than one error in mechanics: 1. A misuse of capitalization: 'Park'. 2. One misspelled word: 'sliping'.

## the man is drinking a milk,

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	1	The sentence is clear and relevant and the vocabulary is appropriate. The sentence refers to something strange in the picture as it refers to drinking from a a baby bottle.
Grammar	0,1	0	Misuse of the article 'a' before the non-count noun 'milk'.
Mechanics	0,1	0	More than one error in mechanics: 1. No capital letter at the beginning of the sentence. 2. There is a comma instead of a full stop at the end of the sentence.

the tree is smali.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	1	The sentence is clear and relevant and the vocabulary is appropriate. The sentence refers to something strange in the picture.
Grammar	0,1	0	The verb form 'is smali' instead of 'is smiling' is incorrect.
Mechanics	0,1	0	More than one error in mechanics: 1. No capital letter at the beginning of the sentence. 2. The word 'smali' (instead of 'smile') is misspelled.

The fish is strange thing The Park.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	1	The sentence is clear and relevant and the vocabulary is appropriate. The sentence refers to something strange in the picture because the fish are in the sky.
Grammar	0,1	0	The article 'a' is missing before 'strange thing' and the preposition 'in' is missing before 'the park'.
Mechanics	0,1	0	There is more than one error in mechanics: the use of capitalization in the words 'The', 'Park' is incorrect.



The bord is flu.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	0	The word 'bord' (bird) is irrelevant as there are no birds in the picture.
Grammar	0,1	0	The verb form 'is flu' is incorrect.
Mechanics	0,1	0	There is more than one error in mechanics: the words 'bord', 'flu' are misspelled.

see a cat in the park it cool.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	0	This is a compound sentence. According to the writing guidelines, we evaluate the sentence only if at least one part of the sentence includes a subject, a verb and an object when necessary. In this example, the first part of the sentence is missing a subject and the second part of the sentence is missing a verb. Therefore, we give 0 for all criteria.
Grammar	0,1	0	
Mechanics	0,1	0	

The cat is wollers in the moten.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	0	This sentence is incomprehensible. The writing guidelines say: "Give 0 for all criteria if the sentence is incomprehensible.
Grammar	0,1	0	
Mechanics	0,1	0	

The seeps are the sky.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	0	This sentence is incomprehensible. The writing guidelines say: "Give 0 for all criteria if the sentence is incomprehensible."
Grammar	0,1	0	
Mechanics	0,1	0	

The sleeping in the Park.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	0	This sentence is missing a subject. The writing guidelines say: "Give 0 points for all criteria if the sentence does not include a subject or a verb or an object when necessary."
Grammar	0,1	0	
Mechanics	0,1	0	

The has a hat.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	0	This sentence is missing a subject. The writing guidelines say: "Give 0 points for all criteria if the sentence does not include a subject or a verb or an object when necessary."
Grammar	0,1	0	
Mechanics	0,1	0	

### The sunny and cold.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	0	The sentence is missing a subject and a verb. The writing guidelines say: "Give 0 points for all criteria if the sentence does not include a subject or a verb or an object when necessary."
Grammar	0,1	0	
Mechanics	0,1	0	

### The stars on the tree.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	0	The sentence is missing a verb. The writing guidelines say: "Give 0 points for all criteria if the sentence does not include a subject or a verb or an object when necessary."
Grammar	0,1	0	
Mechanics	0,1	0	

### Fise in the Park.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	0	The sentence is missing a verb. The writing guidelines say: "Give 0 points for all criteria if the sentence does not include a subject or a verb or an object when necessary."
Grammar	0,1	0	
Mechanics	0,1	0	

Fluoers in The cat mous.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	0	The sentence is missing a verb. The writing guidelines say: "Give 0 points for all criteria if the sentence does not include a subject or a verb or an object when necessary."
Grammar	0,1	0	
Mechanics	0,1	0	

The stars no in the sky.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	0	The sentence is missing a verb. The writing guidelines say: "Give 0 points for all criteria if the sentence does not include a subject or a verb or an object when necessary."
Grammar	0,1	0	
Mechanics	0,1	0	

Tree happy.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	0	This sentence is missing a verb. The writing guidelines say: "Give 0 points for all criteria if the sentence does not include a subject or a verb or an object when necessary."
Grammar	0,1	0	
Mechanics	0,1	0	

Car a tree.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	0	This sentence is missing a verb. The writing guidelines say: "Give 0 points for all criteria if the sentence does not include a subject or a verb or an object when necessary."
Grammar	0,1	0	
Mechanics	0,1	0	

Dog a ambrala.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	0	This sentence is missing a verb. The writing guidelines say: "Give 0 points for all criteria if the sentence does not include a subject or a verb or an object when necessary."
Grammar	0,1	0	
Mechanics	0,1	0	

Two animoas wiarad.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	0	This sentence is missing a verb. The writing guidelines say: "Give 0 points for all criteria if the sentence does not include a subject or a verb or an object when necessary."
Grammar	0,1	0	
Mechanics	0,1	0	

Five fish and da skia.

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	0	This sentence is missing a verb. The writing guidelines say: "Give 0 points for all criteria if the sentence does not include a subject or a verb or an object when necessary."
Grammar	0,1	0	
Mechanics	0,1	0	

*ינב קאנו ענעל בעד ע'*

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1	no answer	According to the writing guidelines, when the student didn't write anything in English, internal meitzav markers leave the grade cells empty in the meitzavit. External meitzav markers mark the "no answer" option on the computer.
Grammar	0,1	no answer	
Mechanics	0,1	no answer	



כל הזכויות שמורות למדינת ישראל, משרד החינוך, ראמ"ה. השימוש במסמך זה, לרבות הפריטים שבו, מוגבל למטרות לימוד אישיות בלבד או להוראה ולבחינה על ידי מוסד חינוך בלבד, לפי הרשאה מפורשת למוסד חינוך באתר ראמ"ה. זכויות השימוש אינן ניתנות להעברה. חל איסור מפורש לכל שימוש מסחרי וכן לכל מטרה אחרת שאינה מסחרית. אין להעתיק, להפיץ, לעבד, להציג, לשכפל, לפרסם, להנפיק רישיון, ליצור עבודות נגזרות בין על ידי המשתמש ובין באמצעות אחר לכל מטרה או למכור פריט מפרטי המידע, התוכן, המוצרים או השירותים שמקורם במסמך זה. תוכן המבחנים, לרבות טקסט, תוכנה, תמונות, גרפיקה וכל חומר אחר המוכלל במסמך זה, מוגן על ידי זכויות יוצרים, סימני מסחר, פטנטים או זכויות יוצרים וקניין רוחני אחרות, ועל פי כל דין; כל זכות שאינה ניתנת במסמך זה במפורש, דינה כזכות שמורה.