



# מיצ"ב

## מחווון למבחן באנגלית



כיתה ה' | פנימי | חרדי

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.



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- 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 closed questions (CL):

Follow the instructions in the scoring key.

- For open-ended questions (OP):

1. Give an appropriate score based on the scoring key.

2. Do not deduct points for grammar or spelling mistakes unless indicated.

3. Only accept 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. במשימה הראשונה תשמעו הוראות לביצוע, ובמשימה השנייה תשמעו ריאיון ותבקשו לענות על שאלות. משימה מספר אחת. התבוננו בתמונות שבעמוד הבא. בכל תמונה עליכם לבצע הוראה שונה. התבוננו בתמונה לדוגמה שבתחתית עמוד ארבע, והקשיבו להוראה. ההוראה היא:

Draw a tree in the garden.

**קריין:** התמונה מדגימה את ביצוע ההוראה. עכשיו התבוננו שוב בתמונות שבעמוד הבא. הקשיבו להוראות ובצעו אותן. ההוראה הראשונה מתייחסת לתמונה A, וכן הלאה. אתם תשמעו כל הוראה פעמיים.

**Picture A:** Circle the clown's nose.

**Picture B:** Draw a ball under the table.

**Picture C:** Circle the two kinds of food.

**Picture D:** Write the number two on the boy's shirt.

**Picture E:** Copy the first word into the box.

**קריין:** עכשיו תשמעו את ההוראות פעם נוספת. זו הזדמנות טובה לבדוק את התשובות שלכם. עברו למשימה מספר שתיים.

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## Listening Comprehension Transcript: Task 2

**קריין:** משימה מספר שתיים.

אתם עומדים לשמוע ריאיון.

קראו את שאלות 2 עד 6, לפני שתשמעו את הריאיון.

הקשיבו לריאיון.

אתם תשמעו את הריאיון פעמיים.

**Interviewer:** Good morning! We have special news today. Let's talk to Captain Robin, a police captain in Simon's Town, South Africa. Hello, Captain Robin. Please tell us what is happening in your town.

**Cap. Robin:** Hello from Simon's Town. As you know, many penguins live on the beach near our town. This year, more people are coming to the beach to catch fish, so now the penguins don't have fish to eat.

**Interviewer:** Do people really catch so many fish?

**Cap. Robin:** Yes, they do. And when the penguins cannot find fish, they walk into town to look for food. That's a big problem.

**Interviewer:** Why is that a problem?

**Cap. Robin:** Because the penguins walk into people's gardens and houses to look for food. This makes people angry. The penguins also smell bad and they make a lot of noise. People cannot sleep at night because of the smell and the noise. This also makes people angry.

**Interviewer:** So what are you doing about this problem?

**Cap. Robin:** We are building a special park for the penguins. We will bring food to the park every day, so they will not need to look for food in our town.

**Interviewer:** Tell me please; are the people afraid of the penguins?

**Cap. Robin:** No, penguins are friendly animals. People will be happy to visit the penguins in the new park. Oh... I'm sorry... I need to go.

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- Interviewer:** What happened?
- Cap. Robin:** I see a penguin going into a supermarket.
- Interviewer:** What does the penguin want to buy? (laughing)
- Cap. Robin:** That's not funny. I need to catch him. Bye now.
- Interviewer:** Good luck Captain Robin and thank you for telling us the news from Simon's Town, South Africa.

**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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<b>TASK 1: Access to Information from Spoken Texts (AIST)</b>			
<b>Item #</b>	<b>Item Type</b>	<b>Scoring Key</b>	<b>Possible Values</b>
1_A	OP	2 = The pupil circled the clown's nose. 0 = other	0,2
1_B	OP	2 = The pupil drew a ball under the table. 0 = other	0,2
1_C	OP	2 = The pupil circled the bread and the apple. 0 = other	0,2
1_D	OP	2 = The pupil wrote 2/two on the boy's shirt. 0 = other	0,2
1_E	OP	2 = The pupil copied the first word ("hat") into the box. <b>Note:</b> Words that visually resemble the word hat (e.g., "hot", "not", "hal") get full points. 0 = other	0,2

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<b>TASK 2: Access to Information from Spoken Texts (AIST)</b>			
<b>Item #</b>	<b>Item Type</b>	<b>Scoring Key</b>	<b>Possible Values</b>
2	MC	3 = (c) people catch the fish 0 = other	0,3
3	OP	3 = Any answer that refers to the penguins wanting to find food or fish to eat in Simon's Town. e.g., food; fish; eat; catch fish; They want to find food. 0 = other	0,3
4	CL	3 = The pupil chose the two following answers: ___ are on the beach ✓ smell bad and make noise ___ eat all the fish in the sea ___ want to be in the park ✓ walk into gardens and houses 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
5	MC	3 = (d) building a park for the penguins 0 = other	0,3
6	MC	3 = (a) to catch a penguin 0 = other	0,3

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<b>TASK 3: Access to Information from Written Texts (AIWT)</b>			
<b>Item #</b>	<b>Item Type</b>	<b>Scoring Key</b>	<b>Possible Values</b>
7_a	MC	4 = (7) Wear warm clothes. 0 = other	0,4
7_b	MC	4 = (3) Go to sleep early at night. 0 = other	0,4
7_c	MC	4 = (6) Put them in a sunny place and give them water. 0 = other	0,4
7_d	MC	4 = (4) Ask your friend to go with you. 0 = other	0,4
7_e	MC	4 = (1) Write her a song. 0 = other	0,4



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<b>TASK 4: Access to Information from Written Texts (AIWT)</b>			
<b>Item #</b>	<b>Item Type</b>	<b>Scoring Key</b>	<b>Possible Values</b>
8	MC	3 = (b) on a boat 0 = other	0,3
9	MC	3 = (d) she swims 0 = other	0,3
10	CL	3 = The pupil chose the two following answers: <input type="checkbox"/> to buy fish <input type="checkbox"/> to ride a bike <input checked="" type="checkbox"/> to catch fish <input type="checkbox"/> to swim fast <input checked="" type="checkbox"/> to build boats  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 = Any answer that refers to Gita going to the city to help her parents or to sell fish.  e.g., help; sell; help her family; she is going to sell fish in the market.  0 = other	0,3
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  <b>Note:</b> 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"> <li>Accept all things that appear in the picture and are spelled correctly.</li> </ul> <p><b>Note:</b> Do not accept the word 'boy' (given as example).</p> <ul style="list-style-type: none"> <li>Evaluate each of the five words separately and then give a total score.</li> </ul> <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><b>General Guidelines</b></p> <ol style="list-style-type: none"> <li>Evaluate each of the four sentences separately according to the general guidelines and the three criteria for assessment below.</li> <li>Give 0 for all criteria if at least one of the following occurs: <ul style="list-style-type: none"> <li>The sentence is incomprehensible or irrelevant to the specific instruction.</li> <li>The sentence is completely irrelevant to what is seen in the picture.</li> <li>The sentence is not in English.</li> <li>The sentence doesn't include a <b>subject</b> or a <b>verb</b> or an <b>object</b> when necessary.</li> </ul> </li> </ol> <p><b>Note 1:</b> 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><b>Note 2:</b> If there is more than one sentence for a specific instruction, evaluate only the first one.</p> <p><b>Note 3:</b> Add up the total points for each of the four sentences.</p>		

Criteria for Assessment	Possible Values
<p><b>a. Communicative Ability</b></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>b. Grammar</b></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><b>c. Mechanics: spelling, full stop and capitalization</b></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> <p>___ to grow</p> <p>✓ to look dangerous</p> <p>___ to help other animals</p> <p>✓ to hide</p> <p>___ to be colorful</p> <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 <b>two</b> answers referring to the animals hiding:</p> <ul style="list-style-type: none"> <li>• when they are in danger</li> <li>• when they hunt for food</li> <li>• when they feel afraid</li> <li>• when they don't want other animals to see them</li> </ul> <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><b>Note:</b> 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. Goby fish change color to look dangerous.		✓	
		b. Chameleons can change color to brown when they are afraid.	✓		
		c. Snakes in the desert are colorful animals.		✓	
		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 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.

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**Example 3:** The girl 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.

**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.

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**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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2. 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.

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3. 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: <ol style="list-style-type: none"> <li>1. A misspelled word 'smil'.</li> <li>2. The full stop is missing at the end of the sentence.</li> </ol>

**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: <ol style="list-style-type: none"> <li>1. A misspelled word 'fill'.</li> <li>2. The full stop is missing at the end of the sentence.</li> <li>3. Capitalization is missing at the beginning of the sentence.</li> </ol>

**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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4. 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	