

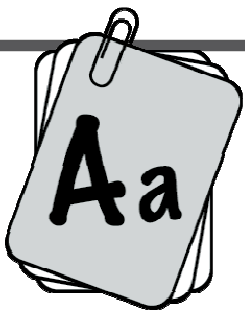


מדינת ישראל  
משרד החינוך

ראמ"ה  
הרשות הארצית  
למידה והערכה בחינוך

המזכירות הפדגוגית

מיצ"ב



# Scoring Key for the English Exam

5th Grade | Internal | Haredi



3005



# Guidelines for marking the exam

This document contains the transcript for the listening comprehension tasks and the scoring key for the Meitzav exam.

## All item types:

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

## 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.

## Multiple-choice items:

- Evaluate the answer according to the scoring key and enter the appropriate grade.
- If the pupil marked two or more answers, give zero points.

## Listening Comprehension Transcript: Task 1

**קריין:** שלום תלמידים, המבחן באנגלית מתחיל בשתי משימות בהבנת הנשמע.

משימה מספר אחת.

אתם עומדים לשמוע מורה מספר 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.

## 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 Har Nof in Jerusalem. Every year, children come here from all over the country to sell special things they make. Let's talk to some of the children.

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

**Avidan:** Hi. I'm Avidan. I'm selling a cookbook that I wrote.

**Reporter:** Why did you write a cookbook?

**Avidan:** 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?

**Avidan:** 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?

**Avidan:** It's 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!

**Avidan:** Thank you!

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

**Shimon:** I'm Shimon. 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?

**Shimon:** Sometimes when I wash my hair, shampoo gets in my mouth. I wanted shampoo to be tasty and safe to eat!

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

**Shimon:** 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 Shimon and good luck!

What a great day in Har Nof! There are so many good ideas here today.

**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!

# Task 1 – Pupil's Inventions

## Access to Information from Spoken Texts

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

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### Question 1\_1

**2 pts** The pupil wrote "1" under picture f.

**0 pts** other

### Question 1\_2

**2 pts** The pupil wrote "2" under picture b.

**0 pts** other

### Question 1\_3

**2 pts** The pupil wrote "3" under picture g.

**0 pts** other

### Question 1\_4

**2 pts** The pupil wrote "4" under picture c.

**0 pts** other

### Question 1\_5

**2 pts** The pupil wrote "5" under picture d.

**0 pts** other

## Task 2 – Children's Creations

### Access to Information from Spoken Texts

#### Question 2

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

**3 pts** (d) to help kids cook

**0 pts** other

#### Question 3

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

**3 pts** (a) his children

**0 pts** other

#### Question 4

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

**3 pts** (d) shampoo gets in his mouth

**0 pts** other



## Question 5

Objective: Identifying facts in the text (Literal)

**3 pts** three correct answers

**1 pts** two correct answers

**0 pts** one or no correct answers

	Yes	No
a. Avidan thinks cooking is easy.	✓	
b. Shimon makes one kind of shampoo.		✓
c. The reporter enjoys talking to the children.	✓	

## Question 6

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

**3 pts** (c) to sell things they make

**0 pts** other

## Task 3 – Professions

### Access to Information from Written Texts

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

#### Question 7a

**3 pts** The pupil wrote "5" by bubble a.

**0 pts** other

#### Question 7b

**3 pts** The pupil wrote "7" by bubble b.

**0 pts** other

#### Question 7c

**3 pts** The pupil wrote "2" by bubble c.

**0 pts** other

#### Question 7d

**3 pts** The pupil wrote "3" by bubble d.

**0 pts** other

#### Question 7e

**3 pts** The pupil wrote "6" by bubble e.

**0 pts** other

## Task 4 – Alex and Kira

### Access to Information from Written Texts

#### Question 8

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 9

Objective: Identifying explicit facts in the text (Literal)

**4 pts** Any answer that refers to **two** of the following:

- show them their house
- play (games together)
- give them food
- sit around the table
- eat (together)

**2 pts** only one correct answer

**0 pts** other

e.g.,

- Show

**Note:** If the pupil wrote two or more correct answers on the same line, assess as if they were written on two lines and give 4 points. However, if the pupil added incorrect information on the other line, give only 2 points.

### Question 10

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

3 pts (to keep their house) clean

0 pts other

### Question 11

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

### Question 12

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

4 pts (c) Welcome to Our House

0 pts other

### Question 13

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

4 pts (a) eat together

0 pts other

# Task 5 – Strange Park

## Written Presentation

### Question 14

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 15

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, leave the grade cells empty in the Meitzavit.
6. Add up the points for each of the four sentences and give a total score between 0 and 12 for question 15.

### 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 16

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

4 pts (b) life many years ago

0 pts other

#### Question 17

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

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

0 pts other

#### Question 18

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

3 pts Buy a ticket

0 pts Other



## Question 19

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. "This is the village bus."		✓
b. "Let's go to feed the horses."	✓	
c. "Let's cook potatoes over the fire."	✓	

## Question 20

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

- 4 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

## Question 21

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

- 4 pts (a) to get people to read the text
- 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 big boy 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 cat.

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 cats 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 cow has a umbrella.

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 'umbrella'.
Mechanics	0,1	1	There is one error in mechanics: a misspelled word 'umbrella'.



### The big broder 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 words 'broder' and 'sleaping' are 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 cow 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 boy 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.

## Cowe 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', 'cowe', 'amdrela' are misspelled.

The tall boy slipping 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 old boy 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.

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	

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	

Cou 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	

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	

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	

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	

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	

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	

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	

The sanny 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 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 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 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 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	

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 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.

*יש עכשיו קאטו זאן*

Criteria	Possible Values	Value given	Reason
Communicative Ability	0,1		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.
Grammar	0,1		
Mechanics	0,1		



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.