



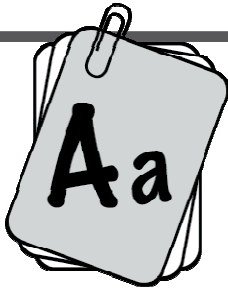
מדינת ישראל  
משרד החינוך  
دولة إسرائيل  
وزارة التربية

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

המזכירות הפדגוגית  
السكرتارية التربوية

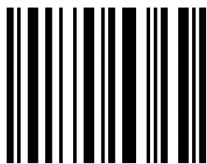
מיצ"ב

מיטסאף



# Scoring Key for the English Exam

8th Grade | Version A | Row A | Row B




1025

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 student 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.



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

## Open-ended items:

- For certain items, some of the scoring guidelines are given in parentheses. These additions are correct, but not essential in students' answers. Therefore, accept answers even if they do not include these additions.
- 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 indicated otherwise.
  - If the additional information is mindlessly copied from the text (e.g., a whole paragraph, parts of the sentence before or after the answer), consider the whole answer as incorrect.
- The examples in the **handwriting font** are genuine students' answers, and are reproduced verbatim.

 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:

- The correct answer in Version A of the external exam and Row A of the internal exam can be found on the left hand side of the scoring key. The correct answer to the same item in Row B of the internal exam is written on the right hand side.
- Internal Meitzav markers evaluate the answer according to the scoring key and enter the appropriate grade.
  -  External Meitzav markers enter the student's answer.
- If the student marked two or more answers, internal Meitzav markers give zero points.
  -  External Meitzav markers enter the "several answers" option.

## Listening Comprehension Transcript: Task 1

<p><b>קרין:</b> שלום תלמידים. המבחן באנגלית מתחיל בשתי משימות בהבנת הנשמע. משימה מספר אחת. אתם עומדים לשמוע שיחה בכיתה. קראו את שאלות 1 עד 5 לפני שתשמעו את השיחה. הקשיבו לשיחה. אתם תשמעו את השיחה פעמיים.</p>	<p><b>המְדִיעָה:</b> מֵרְחֵבָא בִּכְמ אֵיְהָא תִּלְמִידַיְ אֲעִרְאָא. יִבְדֵּא אִמְתַּחַן הַלְּגָה הַאֲנְגְלִיזִיתָה בְּמִהְמֵתִין בִּי פִּהֵם הַמְּסֻמָּע. הַמְּהֵמָה רִמָּם וְאֶחָד. סִתְּסַמְעוֹן אֶלִי מְחֻאֲדָתָה בִּי הַשֻּׁפָּה. אִקְרְאוּ הַאֲשִׁלָּה 1 אֶלִי 5 קִבֵּל אֲנִי תִּסְמְעוּן אֶלִי הַמְּחֻאֲדָתָה. אִסְמְעוּן אֶלִי הַמְּחֻאֲדָתָה. סִתְּסַמְעוֹן אֶלִי הַמְּחֻאֲדָתָה מֵרִבְּעִין.</p>
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- Teacher:** Good morning, everyone. In today's lesson, we're going to talk about pets. Please put your hand up if you have a pet.  
Wow, I see so many hands going up! I am pleased that lots of you have pets! Jack, you can be the first one to tell us about your pet.  
What kind of pet do you have, Jack?
- Jack:** I have a pet rabbit.
- Teacher:** A pet rabbit! How long have you had it?
- Jack:** I got my rabbit five years ago.
- Teacher:** Five years ago... So you've had it for a long time! Please tell us how you look after your rabbit.
- Jack:** Well, to take care of my rabbit, I have to make sure that it has clean water to drink and enough food to eat. I usually feed my rabbit in the morning, and at night.
- Teacher:** And what does your rabbit eat?
- Jack:** It eats rabbit food most of the time, but sometimes I let my rabbit have a little bit of my food.
- Teacher:** Really? You let your rabbit eat your food?
- Jack:** Yes, but I will never give my rabbit chocolate. Chocolate makes rabbits sick.
- Teacher:** Aahh, this is true for most animals. They must never eat chocolate. Is there anything else you do to keep your rabbit healthy and happy?
- Jack:** I play with it a lot. When I come home from school in the afternoon, I always like to spend time with my rabbit.
- Teacher:** Oh? How do you play with your rabbit?

- Jack:** I give it baby toys to play with: plastic balls... plastic ducks....  
baby toys aren't dangerous.
- Teacher:** I agree, it's a good idea to use baby toys ...they are safe for your rabbit to play with. Tell me, Jack, where do you play with your rabbit? Do you go outside to play with it?
- Jack:** Oh no, I play with my rabbit inside the house. It never goes outside. I usually play with my rabbit in our living room – that's the biggest room in our house – and it loves to run around there. We have a lot of fun playing together in the living room.
- Teacher:** It sounds like you look after your rabbit really well. Thank you, Jack. Does anyone else want to tell us about their pet?

<p><b>المُذِيعَة:</b> أجيئوا باللغة الإنجليزية عن الأسئلة بحسب ما سمعتم. الآن ستستمعون إلى المحادثة مرّة أخرى. إنّها فرصة جيّدة لكي تُراجِعوا إجاباتكم. (إسماع النصّ مرّة ثانية) راجِعوا إجاباتكم. انتقلوا إلى المهمّة رقم اثنين.</p>	<p><b>קריין:</b> ענו באנגלית על השאלות לפי מה ששמעתם. עכשיו תשמעו את השיחה פעם נוספת. זו הזדמנות טובה לבדוק את התשובות שלכם. (השמעה נוספת) בדקו את התשובות שלכם. עברו למשימה מספר שתיים.</p>
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## Listening Comprehension Transcript: Task 2

<p><b>קריין:</b> משימה מספר שתיים. אתם עומדים לשמוע ריאיון ברדיו. קראו את שאלות 6 עד 11 לפני שתשמעו את הריאיון. הקשיבו לריאיון. אתם תשמעו את הריאיון פעמיים.</p>	<p><b>المُذيعَة:</b> المهمة رقم اثنتين. ستستمعون إلى مقابلة في الراديو. اقرأوا الأسئلة 6 إلى 11 قبل أن تستمعوا إلى المقابلة. استمعوا إلى المقابلة. ستستمعون إلى المقابلة مرتين.</p>
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**Interviewer:** In today's radio program, we are going to talk to Lisa Gordon.

Lisa wants to win this year's World Memory Competition.

Hello, Lisa.

**Lisa:** Hi, good morning.

**Interviewer:** Lisa, tell me, what happens in the World Memory Competition?

**Lisa:** Well, in the competition we are given many different tests. And, in all the tests we need to remember lots of things in a very short time.

**Interviewer:** Can you give me some examples of what you have to remember?

**Lisa:** Of course. For the first test in the World Memory Competition we must remember lots of numbers. We are given thousands of numbers to remember.

**Interviewer:** Thousands of numbers?

**Lisa:** Yes, and we have one hour to learn as many numbers as we can... and then, after an hour, we are tested.

**Interviewer:** How are you tested?

**Lisa:** We have to write down all the numbers in the same order as they were given to us. I can usually remember about 300 numbers...

**Interviewer:** 300 numbers?! That's amazing!

**Lisa:** I'm actually better at remembering words. In another test, we get a list of words to remember.

Words like... table... clock... book...shoes... We get hundreds of words and we need to remember them in the right order.

**Interviewer:** It sounds really difficult to remember so many words. You must have a wonderful memory.

- Lisa:** Yes, I do have a good memory now, but it wasn't so good when I was a child. To improve my memory, I practiced all the time... I still practice every day.
- Interviewer:** Do you think I can learn how to make my memory better?
- Lisa:** Of course you can. And I can give you a tip to help you. I use this tip when I need to remember a lot of words.
- Interviewer:** So, what do you do?
- Lisa:** When I need to remember words, I imagine them as pictures. For example, think of the words I said earlier: table, clock, book, shoes. They are not easy to remember. But imagine this picture... a table with a clock on it. Now think of a book next to the clock, and on the cover of the book you can see a picture of shoes.
- Interviewer:** Yes... I can imagine that. Table, clock, book, shoes... I can remember those words, and in the correct order.
- Lisa:** Great! You see, it's easy! You can use that tip when you want to remember things that you need to buy when you go shopping.
- Interviewer:** Oh yes..., that's a great idea. I always forget to make shopping lists.
- Thanks for the interview, Lisa, and good luck in the World Memory Competition.

<p><b>קריין:</b> 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!</p>	<p><b>المُذيعَة:</b> أجيئوا باللغة الإنجليزية عن الأسئلة بحسب ما سمعتم. الآن ستستمعون إلى المقابلة مرة أخرى. إنها فرصة جيدة لكي تراجعوا إجاباتكم. (إسماع النص مرة ثانية) راجعوا إجاباتكم. أنهئنا القسم الأول من الامتحان. انتقلوا إلى المهمات التالية. نتمنى لكم النجاح!</p>
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# Task 1 – Pet Rabbit

## Access to Information from Spoken Texts

### Version A (External)

#### Question 1

Row A (Internal)

Row B (Internal)

Objective: Identifying the reason for an action (Literal)

**2 pts** (d) they have pets

answer (a)

**0 pts** other



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

#### Question 2

Row A (Internal)

Row B (Internal)

Objective: Identifying specific information (Literal)

**2 pts** (a) when he got it

answer (c)

**0 pts** other



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

#### Question 3

Objective: Identifying a fact (Literal)

**2 pts** chocolate

**0 pts** other



## Question 4

Row A (Internal)

Row B (Internal)

Objective: Identifying a fact (Literal)

**2 pts** (c) plays with his rabbit

answer (b)

**0 pts** other



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

## Question 5

Row A (Internal)

Row B (Internal)

Objective: Drawing an inference from the text (Inference)

**2 pts** (b) the cat she got for her birthday

answer (d)

**0 pts** other



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

# Task 2 – The World Memory Competition

## Access to Information from Spoken Texts

### Question 6

Row A (Internal)

Row B (Internal)

Objective: Identifying a reason (Literal)

**1 pt** (c) to try and win it

answer (b)

**0 pts** other



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

### Question 7

Objective: Identifying a fact (Literal)

**1 pt** (thousands of / lots of) numbers

**0 pts** other

### Question 8

Row A (Internal)

Row B (Internal)

Objective: Identifying a reason (Literal)

**2 pts** (b) She practices a lot.

answer (c)

**0 pts** other



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

## Question 9

Row A (Internal)

Row B (Internal)

Objective: Identifying an explicit meaning (Literal)

**2 pts** (b) words that can be remembered as pictures

answer (a)

**0 pts** other



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

## Question 10

Row A (Internal)

Row B (Internal)

Objective: Identifying a fact (Literal)

**2 pts** (a) things to buy

answer (c)

**0 pts** other



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

## Question 11

Row A (Internal)

Row B (Internal)

Objective: Identifying the main idea (Inference)

**2 pts** (c) what she does at

answer (d)

**0 pts** other



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

# Task 3 – Mosquitoes!

## Access to Information from Written Texts

### Question 12

Row A (Internal)

Row B (Internal)

Objective: Identifying a fact (Literal)

**4 pts** (b) stop mosquitoes from coming near you

answer (d)

**0 pts** other



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

### Question 13

Row A (Internal)

Row B (Internal)

Objective: Identifying a reason (Literal)

**3 pts** (d) we should wear white or yellow

answer (c)

**0 pts** other



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

### Question 14

Row A (Internal)

Row B (Internal)

Objective: Identifying a fact (Literal)

**3 pts** (c) Keep containers in your garden dry.

answer (b)

**0 pts** other



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

## Question 15

Row A (Internal)

Row B (Internal)

Objective: Integrating information from different places (Integration)

**3 pts** (b) Mosquitoes can smell things.

answer (a)

**0 pts** other



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

## Question 16

Row A (Internal)

Row B (Internal)

Objective: Identifying facts (Literal)

**4 pts** three correct answers

**2 pts** two correct answers

**0 pts** one or no correct answers

	True	False
a.	✓	
b.		✓
c.	✓	

	True	False
a.	✓	
b.	✓	
c.		✓



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

## Question 17

Objective: Identifying a fact (Literal)

**3 pts** (dangerous) snakes

**0 pts** other

# Task 4 – Supermarket Shopping

## Access to Information from Written Texts

### Question 18

Row A (Internal)

Row B (Internal)

Objective: Identifying a fact (Literal)

**3 pts** (d) buy things they don't need

answer (c)

**0 pts** other



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

### Question 19

Objective: Justifying a fact found in the text (Literal)

**4 pts** Any answer that mentions both of the following:

walking through the store / being on our way to the cheese.

AND

seeing more items / picking up more items / buying more things / spending more money.

e.g.,

- We need to go through the whole store and buy more.
- Most of us need to buy them and on the way we put other items in our shopping carts.
- They want us to walk through the whole store and buy things we don't need.

**2 pts** Any answer that mentions only one of the above.

e.g.,

- We will see a lot of things so we can buy them and spend more money.
- Because they want us to take more things.
- Supermarkets arrange the food so that we put more food in our shopping carts.
- So we must walk through the whole store to get them.

**0 pts** other

## Question 20

Row A (Internal)

Row B (Internal)

Objective: Identifying a causal relationship (Literal)

**3 pts** (c) People see candy just before they pay.

answer (b)

**0 pts** other



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

## Question 21

Row A (Internal)

Row B (Internal)

Objective: Understanding the main idea in each paragraph and finding similarities (Inference)

**4 pts** (d) explain how supermarkets encourage us to buy more

answer (a)

**0 pts** other



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

## Question 22

Row A (Internal)

Row B (Internal)

Objective: Identifying a reference (Inference)

**3 pts** (a) making a list

answer (b)

**0 pts** other



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

## Question 23

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

**3 pts** Any answer stating where the student would put fresh bread and a reasonable explanation for mentioning that place.

e.g.,

- I will put it at the back because it is food everyone needs like milk, eggs.
- I will put it close to the exit next to more popular food to make people buy it.
- I will put fresh bread in the middle of the supermarket, and in that way people can smell the bread when they are in the shop, walk to it and buy more things.

**0 pts** other



# Task 5 – The Summer Vacation

## Written Presentation

### Question 24

Objective: Expressing ideas and opinions

Assess students' writing according to the notes below and the rating scales on pages 18-20. Grades are given for:

Communicative Ability (0-6)

Vocabulary (0-3)

Accuracy (0-9)

Length (0-2)

for the entire task.

Note 1: The intermediate values are for levels of writing that fall between the detailed descriptions in Communicative Ability and Accuracy.

Note 2: If the content is not relevant, give 0 points for all criteria.

Note 3: If the student did not write in English, give 0 points for all criteria.

- If the student did not write anything, internal Meitzav markers should leave the grade cell empty in the Meitzavit.



**External Meitzav markers:** mark the "no answer" option for all four criteria.

### Communicative Ability (CA)

---

- 6 pts**
- All information is relevant to the topic
  - Message is clear and easy to follow
- 

**5 pts**

---

- 4 pts**
- Information is relevant to the topic, but limited
  - Message is mostly clear and organized
- 

**3 pts**

---

- 2 pts**
- Information is limited and / or mostly irrelevant to the topic
  - Message is difficult to follow
- 

**1 pt**

---

- 0 pt**
- Only copies instructions
- 

### Vocabulary (VO)

---

- 3 pts**
- Vocabulary is varied and appropriate
- 

- 2 pts**
- Vocabulary is appropriate
- 

- 1 pt**
- Vocabulary is limited
- 

- 0 pt**
- Writes isolated words
  - Only copies instructions
-

## Accuracy (AC)

---

- 9 pts**
- 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
- 

**8 pts**

---

**7 pts**

---

- 6 pts**
- 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
- 

**5 pts**

---

**4 pts**

---

- 3 pts**
- 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
- 

**2 pts**

---

**1 pt**

---

- 0 pt**
- Not enough language to assess accuracy
  - Writes isolated words
  - Only copies instructions
-

## Length (LE)

---

**2 pts** ■ Writes at least 70 words

---

**1 pt** ■ Writes between 60-69 words

---

**0 pts** ■ Writes 59 words or fewer  
■ Only copies instructions

---

\* For scoring examples of the written presentation task see appendix (pages 24-33).

# Task 6 – Self-Driving Cars

## Access to Information from Written Texts

### Question 25

Row A (Internal)

Row B (Internal)

Objective: Identifying a fact (Literal)

**3 pts** (b) people may be able to buy self-driving cars next year

answer (c)

**0 pts** other



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

### Question 26

Objective: Providing an explicit justification for a given fact (Literal)

**4 pts** Any answer that explains that there is a person in the driver's seat in case there is a problem with the computer.

e.g.,

- Because if there is a problem with the car he can start driving.
- If the computer stops working the person drives.

Note: If the student copied the sentence: "This person will only start driving if there is a problem with the computer" – give full points.

**0 pts** other

### Question 27

Row A (Internal)

Row B (Internal)

Objective: Understanding the main idea of the paragraph (Inference)

**4 pts** (d) why self-driving cars are safe

answer (a)

**0 pts** other



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

## Question 28

Row A (Internal)

Row B (Internal)

Objective: Identifying a reason (Literal)

**3 pts** (a) self-driving cars respond quickly

answer (d)

**0 pts** other



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

## Question 29

Objective: Providing a reason for a given result (Literal)

**3 pts** Any answer that refers to the sensors / the computer not seeing well / not working well in the dark or in the rain.

e.g.,

- The sensors can't see in the night because it's dark.
- The computer can't "see" what happened on the way because it's raining in the night.

**0 pts** other

## Question 30

Objective: Explaining information from an external source according to an explicit idea in the text.  
(Inference)

**3 pts** Any answer that refers to self-driving cars being safer than regular cars.

e.g.,

- Self-driving cars can react faster than humans so there will be less car accidents.
- The self-driving cars are better drivers than normal drivers.
- The sensors in self-driving cars are not distracted by noise.
- The computers don't get tired and will never fall asleep while driving.
- Self-driving cars are very safe.

**1 pt** Any answer that refers to self-driving cars being on the roads WITHOUT mentioning that they will be safer than regular cars.

e.g.,

- More people start buying self-driving cars.
- In the future more self-driving cars will take place.
- from 2020 we will be able to buy self-driving cars.

**0 pts** other

## Appendix

### Scoring Examples of the Written Presentation Task

#### Example 1

In my opinion, you shouldn't shorten the summer vacation. the summer vacation needs to be long because in Israel the schools teach more hours and more days than in other countries. Since the learning is longer the vacation should also be longer. The summer vacation is some thing students wait for the whole year, the teachers also get the vacation and use it to rest, make plans for next year, and spend time with their families. the summer vacation is the perfect time for students to fly outside the country and visit Family or just tour the land.

(98 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0-6	6	Information is relevant and message is clear.
<b>Vocabulary (VO)</b>	0-3	3	Vocabulary is varied and appropriate.
<b>Accuracy (AC)</b>	0-9	8	Mostly correct spelling, punctuation and capitalization.
<b>Length (LE)</b>	0-2	2	Meets the criteria for length (98 words).



## Example 2

My openion its that the summer vacation needs to stay long as it now. The good thinks about a long summer vacition It's that you can practice for the coming year at school and rest too. I don't want a shorter summer break beacause I spend a lot of time with my friends and family at this. a shorter summer break can ruin plans that I keep for this time beacause I don't have anough time for them, like going on vacation, visit a places that I have never seen.

(90 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0-6	6	Information is relevant and message is clear.
<b>Vocabulary (VO)</b>	0-3	3	Vocabulary is varied and appropriate.
<b>Accuracy (AC)</b>	0-9	6	Partially correct sentence structure (subject-verb agreement): my openion its; stay long as it now; It's that you can  Occasional errors in spelling and capitalization: openion; vacition; beacause; anough; a (at the beginning of the sentence) shorter summer break
<b>Length (LE)</b>	0-2	2	Meets the criteria for length (90 words).

### Example 3

Today I want to tell you about summer vacation. Many people want to short summer vacation. I think that it doesn't a good idea. The pupils are learning all the year and every year. They need the long vacation. If the vacation will shorting, the pupils will not learning very good, because they will be tired. At the summer vacation I do very much things, I go to the beach, I go to different countries and I have dance lessons. I don't want to short the summer vacation.

(88 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0-6	6	Information is relevant and message is clear.
<b>Vocabulary (VO)</b>	0-3	2	Appropriate vocabulary but some errors: to short; shorting
<b>Accuracy (AC)</b>	0-9	6	Partially correct use of tense: it doesn't a good idea; the pupils are learning; the pupils will not learning
<b>Length (LE)</b>	0-2	2	Meets the criteria for length (88 words).

### Example 4

I think we should to make the sumer vacation shortened because a students will forget all the things they leaned in the last year and will get bored a month later. but a people who want to get to a long vacation will have to make their's vacation shorter. The parents won't have to spent so much money for an activities for their's children if the vacation will be shorter.

(70 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0-6	5	Information is relevant and message is clear.
<b>Vocabulary (VO)</b>	0-3	3	Vocabulary is appropriate.
<b>Accuracy (AC)</b>	0-9	6	Some errors in simple sentence structure: we should to make; a students; an activities; a people; have to spent Occasional errors in spelling and capitalization: sumer; they leaned; their's; but
<b>Length (LE)</b>	0-2	2	Meets the criteria for length (70 words).

### Example 5

Many people think that the summer vacation should be shortened. I don't want that the vacation become shorter for some reasons, First, I'm work hard all the year, every time when I have a test I learn a lot and It's doesn't simple at all. The vacation make me feel very good. Just the think of what im going to do with my family and friend make me fee better and so much happy. Secoend, the short vacation doesn't enough to get a lot of energy, Im plan to sleep whenever i wan't and do a fun thing For 2 month, A short vaction would affect what im want to do during the summer.

(114 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0-6	5	Information is relevant and message is clear.
<b>Vocabulary (VO)</b>	0-3	2	Vocabulary is mostly appropriate.
<b>Accuracy (AC)</b>	0-9	4	Errors of subject-verb agreement, tense and plurals: the vacation make; I'm work; it's doesn't simple; I'm plan; 2 month Errors in spelling, punctuation and capitalization: vaction; secoend; wan't; Im; i
<b>Length (LE)</b>	0-2	2	Meets the criteria for length (114 words).

### Example 6

i don't think that the summer vacation need to be shortened  
 beacose: When the summer vacation is shorter you wont be able to  
 do more stuff that you plandon doing - for exemple - iF I was  
 planning to fly For 2 manthe I couldent and I will have to fly for less  
 time... but if the vacation will be smaller I could meat with my  
 frainds QuiKer. if you ask me I don't wont to have the summer  
 vacation shorted beacose: I like to hang out with my frainds more  
 beFor we start studing...

(93 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0-6	5	Message is mostly clear and organized.
<b>Vocabulary (VO)</b>	0-3	2	Vocabulary is appropriate.
<b>Accuracy (AC)</b>	0-9	3	Many errors in spelling, punctuation and capitalization: beacose; plandon; exemple; manthe; couldent; meat; frainds; wont; When; iF; For; QuiKer; beFor; incorrect use of colon after beacose
<b>Length (LE)</b>	0-2	2	Meets the criteria for length (93 words).

### Example 7

I think that don't should to shorter the summer vacation, because the summer vacation is very import to get a pause of the learning all the year for the pupil. If the summer vacation shorter people can't fly and take a special vacation, and that not a "big" vacation, its be a simple vacation and it's don't be a special finall of the year.

(64 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0-6	3	Information is relevant, but limited. Message is mostly clear but last sentence is unclear.
<b>Vocabulary (VO)</b>	0-3	1	Vocabulary is not appropriate (wrong words): shorter, pause, finall Vocabulary is limited: Frequent repetition of the word vacation.
<b>Accuracy (AC)</b>	0-9	5	Partially incorrect simple sentence structure: don't should to; that not a "big" vacation; its be; it's don't be
<b>Length (LE)</b>	0-2	1	64 words.

### Example 8

I don't tinke that need to shorter summer vacation becuse:

In the vacation i go very times to my family and this so fan to be whatem. and ef the vacation be more shorter I don't be can to be witem. In the summer i whit my friend very mach I alwaise go sleep in ham home and ham sleep in my home. I don't what the sammer vacation be short thet she don't shorter dese more fan.

(78 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0-6	3	Information is relevant but message is difficult to follow.
<b>Vocabulary (VO)</b>	0-3	1	Very simple words.
<b>Accuracy (AC)</b>	0-9	2	Mostly incorrect simple sentence structure: i go very times; this so fan; I don't be can  Many errors in spelling and capitalization: tinke; becuse; whatem; ef; witem; i; whit; mach; alwaise; sammer; thet; fan
<b>Length (LE)</b>	0-2	2	Meets the criteria for length (78 words).

### Example 9

Many people tink that the summer vacation should be shortened I tink it's not good.

First, have at long disadvantges because in the summer vacatin we go to the move, Frinds, vacation in yor family.

(35 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0-6	1	Information is limited and message is difficult to follow.
<b>Vocabulary (VO)</b>	0-3	1	Vocabulary is limited.
<b>Accuracy (AC)</b>	0-9	1	Incorrect simple sentence structure: have at long disadvantges  Errors in spelling and capitalization: tink; disadvantges; vacatin; move; yor; Frinds
<b>Length (LE)</b>	0-2	0	Fewer than 59 words.



### Example 10

The disadvantages of a shorter vacation. A shorter vacation would affect what you do during the summer.

(17 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0-6	0	Only copies instructions.
<b>Vocabulary (VO)</b>	0-3	0	Only copies instructions.
<b>Accuracy (AC)</b>	0-9	0	Only copies instructions.
<b>Length (LE)</b>	0-2	0	Only copies instructions.

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.