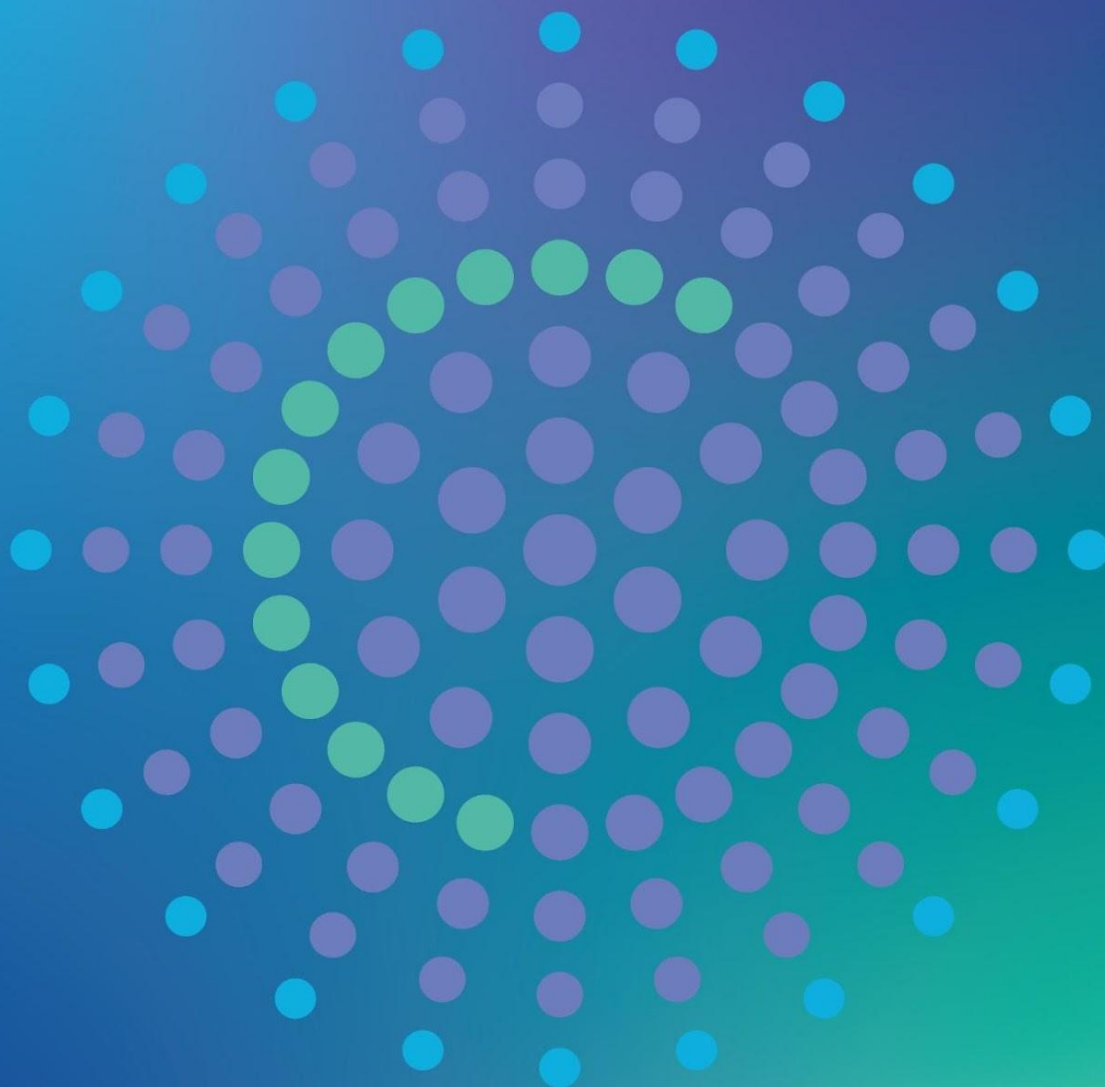


# Table of Specifications for the 9<sup>th</sup> Grade Exam, 2026



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This exam is designed to assess the English proficiency of 9<sup>th</sup> grade students in Israeli schools. It is aligned with the A2 level (basic user) that is outlined in the [English Curriculum \(2020\)](#) and in the [English Inspectorate Bulletin 2025-2026](#).

Exam questions assess a variety of skills, with an emphasis on creative thinking and critical thinking skills that suits the age level and the A2 Can-Do descriptors (for more details, refer to the skills definitions in the [National pedagogical policy document](#) – מסמך תפיסת הלמידה – המתחדשת).



## 4 Hot Tips from Us for the Exam:

- 1 Read the exam specifications** outlined below and **the key documents** upon which the questions are based. **There are no surprises in the exam!**  
The questions are based on the curriculum and the Inspectorate Bulletin.
- 2 Emphasize to the students** that their efforts directly contribute to improving the school, and encourage them to approach the exam with a sense of responsibility, even though they will not receive a grade for it.
- 3** Keep in mind that **the school does not receive a grade** either! The results report highlights strengths and challenges relative to similar schools, and shows each class's performance relative to the average in one graph.
- 4** Most importantly – **continue teaching as usual**. There is no need to prepare for the test. The best preparation is to calm the students, encourage them, and promote their willingness to participate.



## Exam Structure

The exam includes approximately 30 questions of various types, about half of which are multiple-choice questions and about half are open-ended questions.

The table below describes the language tasks that might appear in the exam and the relevant global Can-Do statements for the exam tasks.

Modes	Task Description	Global Can-Do Statements
<b>Vocabulary</b> Approx. 20%	<p><b>7 -10 items</b> in diverse questioning formats, such as: sentence completion, identifying a word that matches a definition or the opposite meaning to a word, identifying a word that matches a picture, etc.</p> <p>The vocabulary items test students' ability to understand the meanings of words and to use vocabulary in appropriate contexts. The vocabulary to be assessed will be taken from <b>band 1 and band 2 (core I &amp; core II)</b>.</p> <p><u>Questions will test:</u></p> <ul style="list-style-type: none"> <li>• single words</li> <li>• lexical chunks</li> </ul>	<p>Can draw on his/her vocabulary for the expression of basic communicative needs</p> <p>Can understand and convey messages drawing on receptive and productive knowledge of the target lexical items in Lexical Bands I and II</p> <p>For more information, see <a href="#">page 10 on "Can do's Basic user II A2: Linguistic - Vocabulary range and control"</a>.</p>
<b>Written Reception (reading)</b> Approx. 75%	<p>In this section, students will be given different types of texts with a range of questions.</p> <p><u>Possible <b>text lengths</b>:</u></p> <ul style="list-style-type: none"> <li>• 6-8 single paragraphs</li> <li>• 1 text with 250 - 300 words</li> <li>• 1 text with 350 - 400 words</li> </ul> <p><u>Possible <b>Text Types</b>:</u></p> <ul style="list-style-type: none"> <li>• advertisement</li> <li>• article / report</li> </ul>	<p>Can understand texts on familiar matters of a concrete type in level-appropriate language (vocabulary and grammar), rereading as required</p> <p>For more information, see <a href="#">page 2 on "Can do's Basic</a></p>

	<ul style="list-style-type: none"> <li>• biography</li> <li>• blog</li> <li>• book cover</li> <li>• brochure</li> <li>• comic strip</li> <li>• diary entry</li> <li>• flyer</li> <li>• interview</li> <li>• instructions</li> <li>• letter / email</li> <li>• message</li> <li>• notice</li> <li>• review</li> <li>• informative text</li> <li>• story</li> <li>• timetable / schedule web page</li> </ul> <p> <u>Questions will test different types of <b>skills</b>, such as:</u> </p> <ul style="list-style-type: none"> <li>• literal thinking</li> <li>• drawing inferences</li> <li>• integrating ideas</li> <li>• creative thinking (see in the <a href="#">National pedagogical policy document</a>)</li> <li>• critical thinking (see in the <a href="#">National pedagogical policy document</a>)</li> </ul>	<a href="#">user II A2: Written Reception</a> .
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<p><b>Written Production/ Interaction (writing)</b></p> <p>Approx. 5%</p>	<p>This section evaluates students' ability to write a paragraph in English. (40-50 words)</p> <p><b>Possible Text Types:</b></p> <ul style="list-style-type: none"> <li>• article (e.g., for school newspaper)</li> <li>• blog</li> <li>• friendly letter</li> <li>• extended form</li> <li>• forum</li> <li>• short composition (e.g., opinion, description.)</li> <li>• story</li> </ul> <p><b>Assessment Criteria:</b></p> <ul style="list-style-type: none"> <li>• relevance</li> <li>• vocabulary</li> <li>• language accuracy</li> <li>• mechanics</li> <li>• length</li> </ul>	<p>Can give information in writing about matters of relevance linking a series of phrases and sentences with simple connectors like 'and,' 'but' and 'because', with increasing accuracy of spelling based on a developmental continuum</p> <p>Can write short, simple notes relating to routine, everyday matters</p> <p>For more information, see <a href="#">page 5 on "Can do's Basic user II A2: Written Production"</a>.</p> <p><a href="#">page 7 on "Can do's Basic user II A2: Written Interaction"</a>.</p>
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## How will the Exam Day Be Conducted?

The exam is scheduled for February 10th, starting at 10:00 AM. It will be managed by an external team of test administrators who will arrive at the school by 9:30. During the exam, each classroom will have a proctor along with a teacher (not an English teacher) from the school who will assist the proctor with identifying students and ensuring the exam integrity and discipline are maintained. The exam will last for 90 minutes, with an additional 30 minutes available for each student if needed.



## Accommodation Policy in TNUFA Exams for Students with Special Needs:

RAMA is committed to including all Special Education Needs (SEN) students, both those who are study in mainstream classrooms and in SEN classrooms, in the assessment process, while ensuring validity, reliability, and fairness. With these principles in mind, RAMA has developed a policy regarding exam accommodations. The policy aims to balance between the type of accommodation and its impact on assessment, the examined essence and the core content, and exam operations. The scope of accommodations provided to students will be aligned with their individual needs; those that do not alter the examined essence or the core content will be given as needed to all students, following prior coordination. However, accommodations that affect the examined essence will only be provided to SEN students studying in mainstream classrooms or those studying in special education classrooms.

[Details about RAMA's accommodation policy](#)

[List of accommodations available in exams and surveys](#)

## Reporting on Exam Findings:

RAMA has rebuilt and redesigned the reporting so that no scores are provided at the school, class, or student level, making it much more accessible. The report is short and purposeful, focusing on actionable insights by highlighting each school's strengths and weaknesses compared to similar schools and to previous years.

The report on the English exam for 9<sup>th</sup> grade will focus on two main content areas: Vocabulary and Written Reception, along with students' attitudes toward the subject.

The report does not include any grades. Instead, it reflects the school's overall outputs and results, both in terms of achievements and school climate. This year, the report will show the distribution of students across performance levels in English, which will allow learning about the mastery level of students at the specific class and the school levels, regarding the contents and the skills in the examined subject.

[Explanatory video about the school results report](#)

For additional questions and answers on RAMA's website - at this [link](#)

Examples of assessment tools can be found in [RAMA's Assessment Tools Catalog](#).