

Table of Specifications for the 9th Grade Exam, 2027

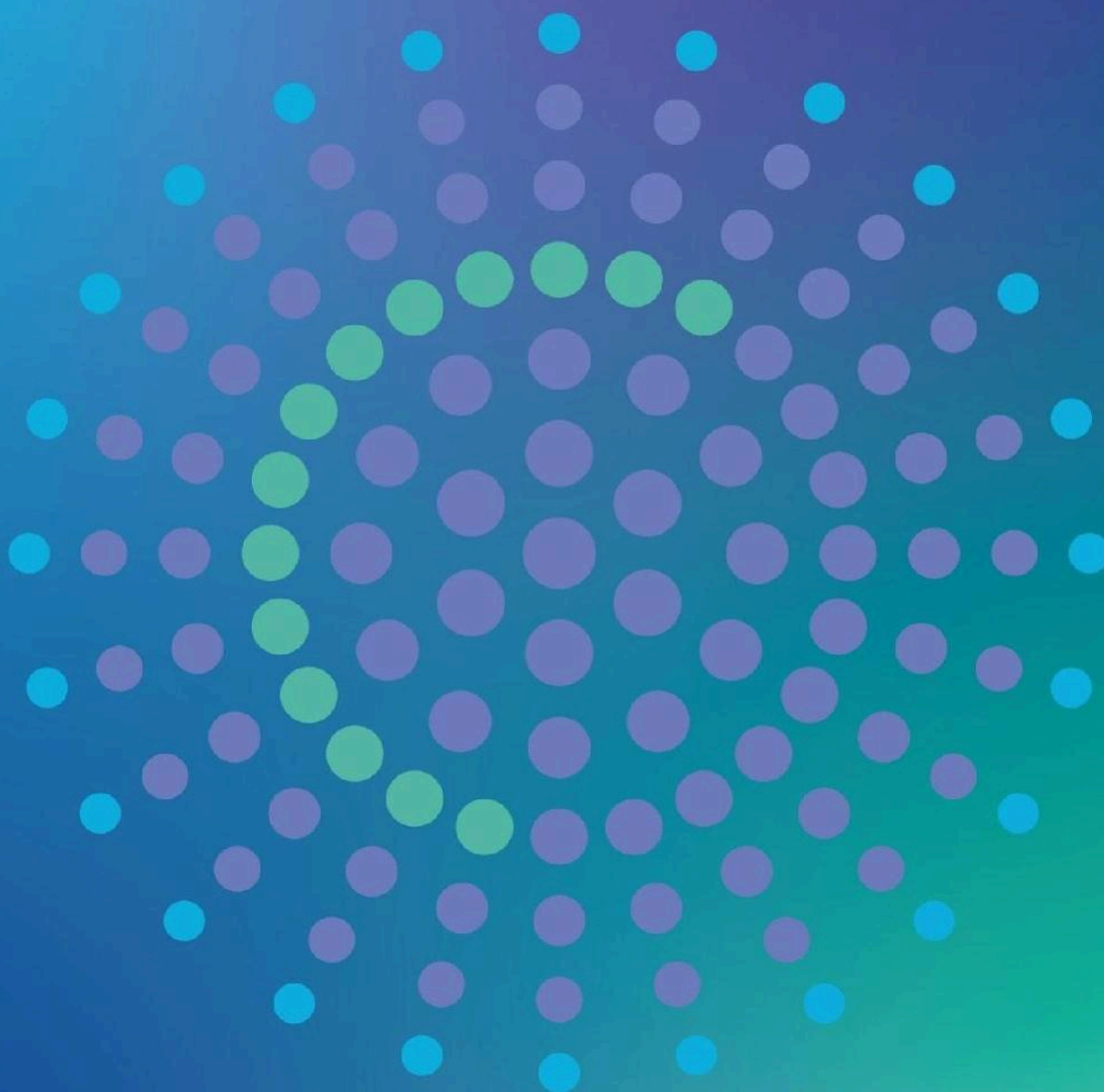


Table of Specifications for the 9th Grade Exam, 2027

This exam is designed to assess the English proficiency of 9th 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 2026-2027.

Exam questions assess a variety of skills that suit 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 multiple-choice and half open-ended.

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

Modes	Task Description	Overall Can-Do Statements
Vocabulary Approx. 20%	7 to 10 items in diverse questioning formats, such as: sentence completion, identifying a word that matches a definition or the opposite meaning to a word, etc. The vocabulary items test students' ability to understand the meanings of words and to appropriately use vocabulary in context. The vocabulary to be assessed will be taken from Band 1 and Band 2 (Core I & Core II). <u>Questions will test:</u> - single words - lexical chunks	Can draw on his/her vocabulary for the expression of basic communicative needs Can understand and convey messages drawing on receptive and productive knowledge of the target lexical items in Lexical Bands I and II See page 10 on "Can do's Basic user II A2: Linguistic - Vocabulary range and control".
Written Reception (reading) Approx. 60%	In this section, students will be given different types of texts with a range of questions. <u>Possible text lengths:</u> 6 to 8 single-paragraph texts 1 text with 350-400 words <u>Possible text types:</u> - advertisement	Can understand texts on familiar matters of a concrete type in level-appropriate language (vocabulary and grammar), rereading as required For more information, see page 2 on "Can do's Basic user II A2: Written Reception".

Modes	Task Description	Overall Can-Do Statements
	• article / report • biography • blog • book cover • brochure • comic strip • diary entry • flyer • interview • instructions • letter / email • message • notice • review • informative text • story • timetable / schedule web page <u>Questions will test different types of skills, such as:</u> • literal comprehension • drawing inferences • integrating ideas • creative thinking (see in the National pedagogical policy document)	

Modes	Task Description	Overall Can-Do Statements
	critical thinking (see in the National pedagogical policy document)	
Written Production/Interaction (writing) Approx. 20%	This section contains two separate tasks: - The first task evaluates the students' ability to write 3 complex sentences using given conjunctions. - The second task evaluates the students' ability to compose a paragraph of 50 to 60 words in English. <u>Possible Text Types) for Paragraph Writing):</u> - article (e.g., for school newspaper) - blog - friendly letter - extended form - forum - short composition (e.g., opinion, description) - story <u>Assessment Criteria:</u> - Sentence Writing: Each sentence will be assessed according to two criteria: grammar and mechanics. - Paragraph Writing: The written response will be assessed holistically. The emphasis will be on comprehensibility and coherence.	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 Can write short, simple notes relating to routine, everyday matters For more information, see page 5 on "Can do's Basic user II A2: Written Production". page 7 on "Can do's Basic user II A2: Written Interaction".

How will the Exam Day Be Conducted?

The exam is scheduled for Tuesday, January 26, 2027, 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 test administrator along with a teacher from the school (not an English teacher) who will assist the test administrator with identifying students and ensuring that exam integrity and discipline are maintained. The exam will last 90 minutes, with an additional 30 minutes available for any student who needs it.

Accommodation Policy in TNUFA Exams for Students with Special Needs:

RAMA believes that all students should be included in the assessment process, including students with special educational needs (SEN), whether they study in mainstream classrooms or in special education classrooms. At the same time, RAMA is committed to ensuring the validity, reliability, and fairness of the assessment.

In accordance with these principles, RAMA has developed a policy on exam accommodations. The policy takes into account the students' needs, the nature of the assessment, and the way in which the exam is administered.

The accommodations provided to students will be determined according to their needs. Accommodations that do not affect what the exam is designed to assess will be provided, when needed, to all students, subject to prior coordination. Accommodations that affect what the exam is designed to assess will be provided only to students with special educational needs, whether they study in mainstream classrooms or 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 9th 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](#).