

המזכירות הפדגוגית
אגף המפמ"רים
السكرتارية التربوية
قسم المفتشين المركزيين

מדינת ישראל
משרד החינוך
دولة إسرائيل
وزارة التربية

ראמ"ה
הרשות הארצית
למידה והערכה בחינוך
راما
السلطة القطرية
للقياس والتقييم في التربية



كراسة توجيهات للتقييم المدرسي الداخلي

امتحان في اللغة الإنجليزية للصف الثامن

مرشد للمعلم وللهيئة التدريسية

"ميتساف" داخلي

Instructions for School-Based Evaluation

Eighth Grade English Test

חוברת הנחיות להערכה פנים בית-ספרית

מבחן באנגלית לכיתה ח



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التقييم الداخلي المدرسي (school based evaluation)

تُستعمل امتحانات " المیتساف " (مقاييس النجاح والنماء في المدرسة) الخارجية كوسيلة لتقييم واسع وإجمالي يُعرف أيضا باسم " تقييم التعلّم ". والهدف من هذا التقييم هو تشجيع تحمل المسؤولية وتقديم تقرير إلى العناوين المقصودة داخل نطاق المدرسة وخارجها حول مستوى تحصيلات الطلاب. (بيرنباوم، 2004؛ Furtak, 2006). لقد أدت الرغبة في تقليص الانعكاسات السلبية للامتحانات الخارجية على المدرسة قدر الإمكان إلى تحديث مبنى التقييم القطري في السنة الدراسية 2006 / 2007⁽¹⁾. وقد تمّ في إطار هذا التحديث التأكيد على أهمية التقييم الداخلي المُبلور، الذي تقوم به طواقم مدرسية والذي يتلاءم مع الحاجات الخاصة لهذه الطواقم.

يَدْمُجُ المبنى الجديد التقييم المدرسي الذي يتم بواسطة وسائل خارجية (" میتساف خارجي " الذي يُجرى لربع طلاب المدرسة) جنبا إلى جنب امتحانات خارجية تُجرى داخل المدرسة وتخدم المدرسة فقط (" میتساف داخلي "). يقوم " المیتساف " الداخلي على دمج ثلاثة مركبات: (أ) إجراء امتحان قطري خارجي - موضوعي، تمّ تطويره في " راما " (السلطة القطرية للقياس والتقييم في التربية) بمشاركة لجان مهنية ومفتشين مركّزين، والذي يعكس منهج التعليم ومعايير المعرفة والفهم؛ (ب) فحص داخلي للامتحان يقوم به طاقم معلمي المدرسة (بمساعدة دليل الإجابات المرفق مع الامتحان)، والذي يساعد على الحصول على تغذية راجعة (فيدباك) فردية وجماعية سريعة حول مدى تمكّن الطلاب من المادة في كل مجال من مجالات المعرفة، ويُساعد المعلم على بلورة رؤى تربوية على مستوى الصف؛ (ج) مقارنة تحصيلات الطلاب في المدرسة مع معايير خارجية (قطرية)، تُوضع بعد معالجة معطيات امتحانات " المیتساف " الخارجي في بداية السنة الدراسية القادمة (2007، 6، 2007).

إنّ هدف " المیتساف " الداخلي هو توفير مردود (تغذية مرتدة) فوري يساعد على تحسين التعلّم لدى الطلاب، والتنبيه إلى وجود طلاب ليسوا مُتمكّنين من المضامين ومن المهارات المطلوبة، والمساعدة على تحديد التفاوت (جسر الهوة) بين التنفيذ المُتوقّع وبين الأداء الفعلي، وتقييم فعالية العمليات التي تقوم بها المدرسة لتقليص الفجوات. إن جوهر التقييم الداخلي المُبلور يكمن في تعددية استعماله (Black & Wiliam, 1998) وفي قدرته على المساعدة على تحسين عملية التعلّم خلال تكوّنها (Airasian, 1994; Dann, 2002).

يمكن أن يكون استعمال امتحانات " المیتساف " لأغراض داخلية حافزاً للنماء والتحسين: فقد تُوفّر المعطيات المعلومات المطلوبة لعملية اتخاذ القرارات على المستويات المختلفة: المدرسية والطبقية والصفية والفردية؛ وتساعد في تحديد التحصيلات المتوقعة والمستوى المطلوب من الطلاب، وأن تكون مكملاً لفحص الخطط التعليمية المدرسية. قد تساعد امتحانات " المیتساف " الداخلية على كشف نقاط قوة وضعف على مستوى الفرد وعلى مستوى الصف، وعلى توفير المعلومات حول الحاجات المتغيرة التي يجب إيجاد الحلول لها، وعلى دعم التفكير المبرمج في المدرسة، وعلى تحديد الأهداف القائمة على معطيات، وعلى المساهمة في خلق رؤية شمولية للجهاز وبلورة معايير لتحمل المسؤولية. إن استعمال تشكيلة متنوعة قدر الإمكان من المعطيات الداخلية والخارجية يُساعد على فهم أفضل للواقع المدرسي (2001، 1، 2001).

¹معلومات حول تحديث مبنى التقييم وردت في منشور المديرية العامة رقم س ح/3 (أ) البند 2-4.1: " مبنى التقييم القطري ومعلومات عن المیتساف الخارجي والداخلي " .

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"الميتساف" الداخلي - لماذا؟

- يتم التعبير من خلال امتحان "الميتساف" عن مبادئ منهج التعليم. من هذا الامتحان، يمكننا أن نتعرف على التحصيلات المتوقعة من الطلاب في المواضيع المختلفة وذلك في سياق أهداف تدريس مجال المعرفة، وأن نتعرف على مستوى صعوبة الأسئلة بحسب ما هو مطلوب من الطلاب في كل طبقة عمرية. كذلك، يمكننا أن نتعرف على الطرق المفضلة لتوجيه الأسئلة على ضوء أسئلة الامتحان.
 - يوفر لنا امتحان "الميتساف" أمثلة على مبنى مجال المعرفة، إذ يحصل المعلمون على امتحان جاهز قام بإعداده خبراء ومختصون ويتناسب مع المعايير (مع التحصيلات المطلوبة) المشتقة من منهج التعليم. كما يحصل المعلمون على أدلة إجابات مفصلة تساعدهم في تقييم إجابات الطلاب بشكل موثوق وموضوعي قدر الإمكان.
 - إجراء امتحانات "الميتساف" الداخلي في المدرسة مهم جداً من أجل الحصول على صورة موثوقة عن تحصيل الطلاب. كما أن تحليل نتائج الامتحانات تمكن إدارة المدرسة والمعلمين من رؤية تحصيل المدرسة على مستوى الطالب (وليس على مستوى الصف فقط كما في امتحانات "الميتساف" الخارجي)، مقارنةً بالمهارات المطلوبة من جهة، ومن خلال المقارنة مع التحصيلات القطرية، من جهة أخرى.
 - استخلاص العبر من امتحانات "الميتساف" يمكن أن يكون أساساً لخطة عمل مدرسية مشتقة من منهج التعليم: على مستوى الطالب - إيجاد نقاط الضعف والقوة لديه، واقتراح عروض لوساطة تناسب الصعوبات التي تم اكتشافها؛ على مستوى المعلم/الصف - تشخيص المواضيع التي من المستحسن زيادة معرفة الطلاب فيها.
 - تصحيح امتحان "الميتساف" الداخلي بواسطة دليل إجابات مهني ومفصل يساهم في المعرفة المهنية للمعلمين، في مجال التقييم ومجال التدريس.
- يتميز امتحان "الميتساف" الداخلي بجميع إيجابيات وسائل التقييم القطرية، لكن النتائج المدرسية لا تعلن على الملأ.

محتويات المرشد

يهدف المرشد إلى مساعدة طاقم معلمي المدرسة على إجراء الامتحان في اللغة الانجليزية للصفوف الثامنة في إطار مدرسي داخلي. يحتوي المرشد على تفاصيل تتعلق بإجراء الامتحان في الصفوف وبتقييمه وبحساب العلامات وبحساب المقاييس الصفية.

تمّ تطوير الامتحان في السلطة القطرية للقياس والتقييم في التربية (راما)، وقد رافقته لجنة توجيه، ضمت المفتش المركز للغة العربية ومفتشين ومرشدين وخبراء ومعلمون يدرّسون اللغة الانجليزية في مدارس اعدادية. تعكس مواضيع الامتحان منهج التعليم وتتلاءم مع المادة التي يتعلمها الطلاب حتى نهاية الصف الثامن. لذلك يجب النظر إلى الامتحان على أنه وسيلة تقييم إضافية، تضاف نتائجه إلى سلة معطيات التقييم الداخلية عن الطالب / الصف خلال السنة أو على امتداد السنوات.

تمّ إجراء هذا الامتحان في السنة الدراسية 2007/2008 في المدارس في إطار "الميتساف" الخارجي، وهو مقدّم إليكم هنا من أجل استعماله كامتحان داخلي في المدرسة ("ميتساف" داخلي). يمكن استخدام هذا الامتحان كامتحان بديل لامتحان إجمالي مدرسي، حيث يقوم طاقم معلمي المدرسة بفحص الدفاتر وتحليل النتائج ودراستها. يجب أن نتذكر أن نتائج "الميتساف" الداخلي هي للاستعمال الداخلي فقط، والمدرسة غير ملزمة بتقديم التقارير عنها لأي جهة كانت. إن هدف "الميتساف" الداخلي هو تمكين إدارة المدرسة وطاقم معلميها من استخلاص رؤى من عملية فحص الامتحانات ومن نتائجها (على مستوى الطالب، وعلى مستوى الصف، وعلى مستوى خطة العمل المدرسية) التي تساعد على تحديد الأهداف التربوية والتعليمية وتحسين تحصيلات الطلاب.

نوصي بقراءة هذا المرشد بتمعن والعمل بموجب التوجيهات الواردة فيه وذلك كجزء من الاستعدادات لإجراء الامتحان في المدرسة. تستطيع المدرسة أن تحدد طريقة إجراء الامتحانات (كأن يُجرى الامتحان بأكمله أو بصورة جزئية، أو أي تغيير آخر). ومع ذلك، فمن المهم أن نتذكر أنه كلما حافظنا على قواعد إجراء الامتحان والتقييم الواردة في المرشد، فستكون نتائج الامتحان أكثر صدقاً وأكثر فاعلية وقابلة للمقارنة مع المعايير القطرية. تتحدد هذه المعايير بناءً على نتائج "الميتساف" الخارجي، والتي سوف تنشرها "راما" في الأشهر القادمة.

في المواضيع المتعلقة بمضامين الامتحان والارتباطات مع منهج التعليم يُمكن التوجّه إلى الدكتور جودي شتاينر المفتشة المركزية للغة الإنجليزية على فاكس 02-5603596 أو عبر البريد الإلكتروني judysh@education.gov.il أو إلى مفتشي اللغة الإنجليزية في الأولوية (قائمة المرشدين موجودة في الصفحة 39).

لمزيد من التفاصيل حول "الميتساف" الداخلي وحول المواد المساعدة، يمكن زيارة موقع "راما" على شبكة الإنترنت وعنوانه: <http://rama.education.gov.il>، واختيار الباب "מיצ"ב פנימי התשס"ח".

يمكن توجيه أسئلة حول "الميتساف" الداخلي إما عبر البريد الإلكتروني meitzav@education.gov.il أو من خلال الدخول إلى فوروم (مُنْتدى) "الميتساف" الداخلي. الدخول إلى المنتدى مسموح لطاقم المعلمين في المدرسة فقط ويتمّ عبر موقع "راما" على الإنترنت (من باب "מיצ"ב פנימי התשס"ח") بواسطة اسم المستخدم: pnimi وكلمة السر: pnimi7.

يحتوي المرشد الذي بين يديك على أربعة فصول:

الفصل أ – وصف الامتحان: مبنى الامتحان ومسح الامتحان.

الفصل ب – توجيهات لإجراء الامتحان: الاستعدادات لإجراء الامتحان في المدرسة وتوجيهات لإجراء الامتحان داخل الصف وتفصيل الملاءمات للممتحنين ذوي الحاجات الخاصة.

الفصل ج – توجيهات لتصحيح الامتحان: دليل الإجابات والتوجيهات لاستعماله عند فحص دفاتر الامتحان وتوجيهات لحساب العلامات (بشكل يدوي أو بواسطة المنبأس/المنبسون أو بواسطة الميتراسايت) وهي وسيلة مبنية على الإكسل (Excel) وشروح حول المقارنة مع معطيات مجموعة المقارنة (جميع المدارس الناطقة بالعربية)، التي سوف تُنشر في موعد لاحق.

الفصل د – الاستفادة من الامتحان: معلومات وأمثلة لتحليل جزء من البنود في امتحان 2007-2008، تشخيص صعوبات يواجهها طلاب، واستراتيجيات للتغلب على هذه الصعوبات. سيتم نشر كل ذلك في موقع "راما" بعد الامتحان الأخير "للميتراسايف" الداخلي في اللغة الانجليزية للصف الثامن. ستظهر المعلومات في موقع "راما" <http://rama.education.gov.il> تحت "מיצ"ב פנימי התשס"ח" << "הפקת תועלת מהמבחן".

الفصل أ: وصف الامتحان

1.أ. مبنى الامتحان

لقد تمّ تطوير امتحان الميتراساف (النماء والنجاعة في المدرسة) في اللغة الانجليزية للصف الثامن بناء على مبنى الامتحان الذي نُشر على موقع رامبا (السلطة القطرية للقياس والتقييم في التربية) على الانترنت منذ أكتوبر / تشرين الأول 2007. استند المبنى على منهج تعليم اللغة الصادر عن وزارة التربية والتعليم. فيما يلي مبنى الامتحان:

مبنى امتحان مقاييس النجاعة والنماء في المدرسة في اللغة الانجليزية – الصف الثامن 2008

Domain	Relevant Benchmarks	No. of Tasks	Possible Text Types	Language	Length of Texts	Possible Item Types	Possible Categories of Comprehension Questions*
Access to Information from Spoken Texts 20%	<ul style="list-style-type: none"> • understand the main ideas and supporting details in a text and use this knowledge as needed • identify different text types and use this knowledge as needed • identify explicit opinions and feelings • locate relevant information for a specific purpose 	2	<ul style="list-style-type: none"> • advertisement • announcement • conversation • interview • message • news report • oral presentation • speech • story • weather report 	<ul style="list-style-type: none"> • Sentence Structure: simple, compound and some complex sentences • Vocabulary: high frequency words (related to general issues) • Verbs: a variety of tense forms, such as past simple, past progressive, present simple, present progressive, future, present perfect, imperative 	Level One approximately 80 – 100 seconds Level Two approximately 100 – 120 seconds	<ul style="list-style-type: none"> • filling in a chart/table • matching • multiple-choice • open-ended (e.g. wh-questions and sentence completion) • sequencing 	<ul style="list-style-type: none"> • Literal • Integration • Inference

Domain	Relevant Benchmarks	No. of Tasks	Possible Text Types	Language	Length of Texts	Possible Item Types	Possible Categories of Comprehension Questions*
Access to Information from Written Texts 60%	<ul style="list-style-type: none"> • understand the main ideas and supporting details in a text and use this knowledge as needed • understand the structure and conventions of different text types and use this knowledge as needed • identify different text types and use this knowledge as needed • identify explicit opinions and feelings • draw inferences in order to identify points of view in a text, distinguishing fact from opinion • extract/interpret information from visual data 	3	<ul style="list-style-type: none"> • advertisement • article/report • book cover • brochure • comic strip • diary entry • email • graph • letter • message • notice • postcard • review • short expository text • story • timetable/schedule • travel guide 	<ul style="list-style-type: none"> • Sentence Structure: simple, compound and some complex sentences • Vocabulary: high frequency words (related to general issues / themes) • Verbs: a variety of tense forms, such as past simple, past progressive, present simple, present progressive, future, present perfect, imperative 	<p>Level One (two texts) approximately 150 – 180 words</p> <p>Level Two (one text) approximately 250 – 300 words</p>	<ul style="list-style-type: none"> • filling in a chart/table • matching • multiple-choice • open-ended (e.g. wh-questions and sentence completion) • sequencing 	<ul style="list-style-type: none"> • Literal • Integration • Inference

Domain	Relevant Benchmarks	No. of Tasks	Length of Tasks	Possible Text Types	Assessment Criteria
Written Presentation 20%	<ul style="list-style-type: none"> • describe people, places, things and events • react to the content of something read or seen • produce a short piece of coherent writing that conveys personal experiences • express ideas and opinions about general topics and experiences using main ideas and supporting details 	2	Level One 50 – 70 words Level Two 80 – 100 words	<ul style="list-style-type: none"> • article (e.g. for school newspaper) • description • extended form • friendly letter • short composition • story 	Communicative Ability <ul style="list-style-type: none"> • relevance • clarity of message • organization • appropriateness to text type • vocabulary • length Accuracy <ul style="list-style-type: none"> • use of basic grammatical structures • spelling • basic punctuation and capitalization

Domain	
Social Interaction	Guidelines to be posted at a later date. See www.anglit.net and/or www.education.gov/rama for details.

* Categories of Comprehension

Lower Order Thinking Skills (LOTS)

Literal Comprehension: Literal comprehension refers to an understanding of the explicit meaning of a text. Questions that require literal comprehension include items that can be answered directly from the text at the sentence level. They can be questions that require either copying or rephrasing of information from the text.

Higher-Order Thinking Skills (HOTS)

Integration: Integration refers to an understanding of the explicit meaning of a text but also requires accessing information from various parts of the text in order to answer a given question. Questions that require integration include items that require thinking about how ideas or information in the passage relate to each other as well as to an understanding of its main idea and supporting details.

Inference: Inference refers to an understanding of the implicit meaning of a text. Questions that require inference include items that involve combining the pupils' literal understanding of the text with their own knowledge and experiences in order to produce a response that is not explicitly stated in the text. It also entails questions that require identification of a specific text type.

2.א. مسح الامتحان

امتحان " المیتساف " باللغة الإنجليزية للصف الثامن مركب من جزئین یعنیاں بمجالات یشتمل علیها المنهج التعليمي باللغة الإنجليزية.

یشتمل الجزء أ على مهمتین من مجال الوصول إلى المعلومات (Spoken texts).

یشتمل الجزء ب على قراءة ثلاثة نصوص بمستويات تعقید مختلفة: مقابلة في صحيفة، تقرير وقطعة من " كتاب الأرقام القياسية " ومقال هيئة التحرير.

كما یشتمل هذا الجزء على مهمتین من مجال عرض المعلومات والأفكار (كتابياً).

Access to Information from Spoken Texts		Access to Information from Written Texts					Written Presentation		Level of Comp.	Difficulty level*
Benchmarks		Benchmarks					Benchmarks			Estimated
Understand the general meaning, main ideas and sequence of events in a text and use this knowledge as needed (Foundation)	Understand the general meaning and supporting details in a text and use this knowledge as needed	Understand the general meaning, main ideas and sequence of events in a text and use this knowledge as needed (Foundation)	Understand the general meaning and supporting details in a text and use this knowledge as needed	Understand the structure and conventions of different text types and use this knowledge as needed	Draw inferences in order to identify the points of view in a text, distinguishing fact from opinion	Extract relevant information for a specific purpose from different sources	React to the content of something read, seen or heard	Express ideas and opinions about general topics and experiences using main and supporting ideas		
Task 1										
1_1_1									Literal	1
1_1_2									Literal	1
1_1_3									Literal	1
	1_2								Integration	2
	1_3								Literal	2
Task 2										
	2_1								Literal	2
	2_2								Literal	1
	2_3								Literal	2
	2_4								Literal	2
	2_5								Literal	2
	2_6								Inference	2
							2_7			2-3

Access to Information from Spoken Texts		Access to Information from Written Texts					Written Presentation		Level of Comp.	Difficulty level*
Benchmarks		Benchmarks					Benchmarks			Estimated
Understand the general meaning, main ideas and sequence of events in a text and use this knowledge as needed (Foundation)	Understand the general meaning and supporting details in a text and use this knowledge as needed	Understand the general meaning, main ideas and sequence of events in a text and use this knowledge as needed (Foundation)	Understand the general meaning and supporting details in a text and use this knowledge as needed	Understand the structure and conventions of different text types and use this knowledge as needed	Draw inferences in order to identify the points of view in a text, distinguish- ing fact from opinion	Extract relevant information for a specific purpose from different sources	React to the content of something read, seen or heard	Express ideas and opinions about general topics and experiences using main and supporting ideas		
Task 3										
			3_1						Literal	2
			3_2						Literal	1
			3_3a						Literal	2
			3_3b						Literal	2
					3_4				Inference	2
			3_5						Integration	2
Task 4										
			4_1						Literal	3
			4_2						Literal	2
			4_3						Literal	3
			4_4						Integration	3
									Literal	1
									Literal	1
									Literal	1
									Literal	1

Access to Information from Spoken Texts		Access to Information from Written Texts					Written Presentation		Level of Comp.	Difficulty level*
Benchmarks		Benchmarks					Benchmarks			Estimated
Understand the general meaning, main ideas and sequence of events in a text and use this knowledge as needed (Foundation)	Understand the general meaning and supporting details in a text and use this knowledge as needed	Understand the general meaning, main ideas and sequence of events in a text and use this knowledge as needed (Foundation)	Understand the general meaning and supporting details in a text and use this knowledge as needed	Understand the structure and conventions of different text types and use this knowledge as needed	Draw inferences in order to identify the points of view in a text, distinguishing fact from opinion	Extract relevant information for a specific purpose from different sources	React to the content of something read, seen or heard	Express ideas and opinions about general topics and experiences using main and supporting ideas		
Task 5										
								5_CA		2
								5_AC		2
Task 6										
			6_1						Integration	2
				6_2					Integration	3
			6_3						Literal	2
			6_4						Literal	3
			6_5						Inference	3
			6_6						Literal	3
			6_7						Inference	3
Task 7										
								7_CA		3
								7_AC		3

الفصل ب: توجيهات لإجراء الامتحان

نعرض في هذا الفصل معلومات حيوية تهدف إلى مساعدة المدرسة على الاستعداد لإجراء امتحان "الميتساف" الداخلي. يحتوي الفصل على معلومات تتعلق باستعدادات المدرسة من النواحي التالية: وصف الامتحان، موعد إجراء الامتحان، إبلاغ الطلاب، المحافظة على سرية الامتحان وأمور أخرى. كذلك يتضمن الفصل معلومات حول التعامل مع الطلاب ذوي الاحتياجات الخاصة وتوجيهات عامة لإجراء الامتحان في الصف.

ب.1. الاستعداد لإجراء الامتحان

نقدم في هذا البند توجيهات عامة استعداداً لإجراء الامتحان في المدرسة. من المهم قراءة هذه التوجيهات مسبقاً والاستعداد بموجبها.

موعد إجراء الامتحان: يجب إجراء هذا الامتحان للصف الثامن في المدرسة قبيل نهاية السنة الدراسية. وبعد الموعد الذي يُجرى فيه امتحان "الميتساف الخارجي" في اللغة الانجليزية مباشرة (14 أيار 2008)، أي ما بين 19-22 أيار 2008. يجب الانتباه إلى أن إجراء الامتحان في موعد آخر قد يسيء إلى موضوعية النتائج وإلى إمكانية مقارنة التحصيلات التي سوف يُحصل عليها في المدرسة مع المعايير القطرية.

إبلاغ الطلاب: نوصي بإبلاغ طلاب الصفوف التي سوف تُمتحن بموعد الامتحان، وبالمادة التي سوف يشملها الامتحان وبالمجالات التي سوف تُستعمل فيها نتائجهُ، وذلك وفق قرار المدرسة (هل سوف تُسلم العلامة للطالب؟ هل سوف تظهر العلامة على الشهادة؟ هل سوف ترسل إشعارات لأولياء الأمور؟)

المحافظة على سرية أسئلة الامتحان داخل المدرسة وخارجها: نوصي بإجراء الامتحان لجميع الصفوف الثامنة في المدرسة في اليوم نفسه وفي الساعة نفسها. قد يؤدي إجراء الامتحان في شُعب مختلفة وفي أوقات مختلفة إلى "تسرّب" الأسئلة. إضافة إلى ذلك، وبما أن الامتحان سوف يُجرى في مدارس كثيرة، فيجب الحرص على سرية الامتحان وسرية هذا المرشد، حتى بعد إجراء الامتحان.

تغييرات في مضمون الامتحان بحسب قرار المدرسة: تستطيع المدرسة أن تقرر أيّ أجزاء من الامتحان يُمتحن فيها الطلاب. نوصي بإجراء الامتحان بكامله، أما إذا قررت المدرسة إلغاء أسئلة معينة، فيكون ذلك بواسطة وضع X عليها في دفتر الامتحان. يجب الانتباه إلى أن هناك انعكاسات لإلغاء أسئلة على حساب العلامات، وقد يؤدي الأمر إلى المسّ بالقدرة على مقارنة علامات طلاب المدرسة بمعطيات مجموعات المقارنة (المعايير القطرية).

صيغة الامتحان: يتطرق هذا المرشد الى صيغة واحدة من الامتحان (الصيغة أ) فقط التي سيُمتحن فيها الطلاب. إذا كان هناك خوف من حدوث نقل في الامتحان فعلى المدرسة أن تستعدّ لذلك بالطرق الملائمة، كزيادة عدد المراقبين في الصفوف، أو إيجاد حلّ تنظيمي آخر تراه مناسباً.

الاستعدادات لامتحان الطلاب ذوي الاحتياجات الخاصة: تتطلب الاستعدادات ليوم الامتحان تعاملًا مناسبًا مع الطلاب ذوي الاحتياجات الخاصة. ومن أجل توفير الاحتياجات الملائمة لهؤلاء الطلاب، يجب الاستعداد لذلك مُسبقًا. ومع اقتراب موعد امتحان "الميتساف"، على المدرسة أن تجهز وسائل خاصة لإجراء الامتحان (مثل: دفاتر امتحان مُكبَّرة للطلاب الذين يعانون من صعوبة في الرؤية)؛ وأن تخصص صفاً منفصلاً وقوى عاملة بموجب الحاجة (راجعوا: البند ب.2 أدناه)، وأن تبلغ الطلاب الذين يستحقون هذه الملاءمات بأنها ستوفرها لهم (مثل: إعادة صياغة إجابات، استراحات، الخروج إلى المراحيض، تقسيم الامتحان إلى أقسام، قراءة للطلاب، وما شابه ذلك). البند التالي، البند ب.2، يفصل مجموعات الطلاب ذوي الاحتياجات الخاصة وطريقة التعامل معهم خلال إجراء امتحان "الميتساف" الداخلي.

إعادة دفاتر الامتحان: يمكن إعادة دفاتر الامتحان للطلاب بعد موعد إجراء الامتحان بأسبوعين من أجل الحرص على سرية الامتحان.

المعدات المطلوبة للامتحان: يتضمن الامتحان مهمات في فهم المسموع. لذلك يجب تزويد كل صف بجهاز تسجيل (مسجل صوت).

ب.2. التعامل مع الطلاب ذوي الاحتياجات الخاصة

يعنى هذا البند بالملاءمات المُمكنة التي يحصل عليها المُمتَحَنون ذوو الاحتياجات الخاصة في إطار الميتساف الداخلي. يجب توفير ظروف ملائمة وعادلة لأكبر عدد من أفراد هذه المجموعة، وذلك كي يتمكنوا من التعبير عن قدراتهم التعليمية كاملةً، مع الحرص على عدم المساس بجودة المعطيات المتلقاة. في امتحانات "الميتساف" الداخلي، من المفضل أن يتم توفير نفس الظروف التي تُوفَّر للطلاب ذوي الاحتياجات الخاصة في التعليم والامتحانات الجارية (العادية) في المدرسة على مدار السنة. بعد تحديد الطلاب ذوي الاحتياجات الخاصة، تُخصَّص المدرسة، وحسب الحاجة، غرفاً صفية منفصلة يتم فيها توفير الظروف المطلوبة لهؤلاء الطلاب (قراءة الامتحان لهم، إعادة الصياغة، تمديد قصير لمدة الامتحان، وما شابه ذلك).

فيما يلي، تفصيل حول طريقة التعامل مع الطلاب ذوي الاحتياجات الخاصة:

طلاب الصفوف العادية الذين يستحقون تلقي الدعم من برنامج الدمج: من حقّ الهيئة التدريسية في المدرسة أن تقرر كيف تُجرى امتحان "الميتساف" الداخلي لطلاب الدمج. بما أن الامتحان قائم على منهج التعليم العام، فمن المحتمل أنه لا يتلاءم مع ما تعلمه هؤلاء الطلاب. ومع ذلك، نرى أن هناك أهمية عاطفية واجتماعية لأن يُمتحن الطلاب مع زملائهم. ولهذا، فعلى طاقم المدرسة أن يقرر كيف يُمتحن هؤلاء الطلاب، وذلك بناءً على قدراتهم العقلية والعاطفية والاجتماعية وبناءً على البرنامج التربوي الفردي لكل طالب. كما يمكن المدرسة أن تعفي هؤلاء الطلاب من أقسام معينة من الامتحان أو أن تعفيهم من أسئلة صعبة، أو تقسيم الامتحان إلى عدة أقسام.

الطلاب الذين يعانون من عسر تعلّمي ولا يستحقون تلقي الدعم من برنامج الدّمج: تشمل هذه المجموعة الطلاب الذين ليس من حقهم الحصول على دعم من برنامج الدمج (إن مرّوا بعملية تشخيص عند طرف خارجي وإن لم يمرّوا)، لكنهم يواجهون صعوبات في التعلّم، خاصة في القراءة والكتابة. هؤلاء هم طلاب اعترفت المدرسة بحاجتهم إلى الحصول على ظروف ملائمة خلال عملية التعلّم العادية وفي الامتحانات التي تُجرى في المدرسة طوال السنة الدراسية. نوصي بأن يتقدم هؤلاء الطلاب إلى هذا الامتحان بنفس الطريقة التي يُمتحنون فيها بشكل دائم في المدرسة. يُمتحن الطلاب الذين يعانون من مشاكل في الإصغاء والتركيز في ظروف ملائمة حسب الحاجة (غرفة منفصلة، غرفة هادئة، تقسيم الامتحان إلى امتحانات صغيرة، وما شابه ذلك).

الطلاب الذين يعانون من مشاكل في السمع مُعَفَوْنَ من القسم أ من الامتحان (الذي يتضمن مهمات فهم المسموع فقط). العلامة الإجمالية لهؤلاء الطلاب تحسب بدون هذه المهمات (انظر البند الفرعي الفصل ج.2. – حساب العلامة الإجمالية للامتحان).

ب.3. توجيهات عامة لإجراء الامتحان داخل الصف

تُعرض في هذا البند توجيهات عامّة لإجراء الامتحان في الصف. إن إجراء الامتحان وفق توجيهات موحّدة يُساهم في مصداقية الامتحان، ويوفر لكل طالب فرصة مساوية للتعبير عن معلوماته وعن مستوى تمكنه من مادة التعلّم.

مدّة الامتحان

توقيت الامتحان: نوصي بإجراء الامتحان في الساعات (الحصص) التي يكون الطلاب فيها يقظين ولا توجد في محيط الامتحان أيّ عوامل قد تؤثر عليهم. تُجرى امتحانات "الميتساف" الخارجي في الحصتين الثالثة والرابعة من اليوم الدراسي، ونوصي بإجراء الامتحان الداخلي في هذه الحصص أيضاً.

الوقت المخصّص للامتحان هو 90 دقيقة (للامتحان الذي يُجرى بصيغته الكاملة) بدون استراحات. وقد تمّ تحديد هذا الوقت بحيث يستطيع الطلاب الإجابة بهدوء عن جميع أسئلة الامتحان. ومع ذلك، إذا احتاج الطلاب إلى عدة دقائق إضافية لكي يُكملوا الامتحان فلا بأس من إعطائهم وقتاً إضافياً قصيراً، وفق ما تقرره المدرسة. في جميع الحالات نوصي بعدم إعطاء وقت إضافي يزيد عن 15 دقيقة.

يجب إعلام الطلاب في بداية الامتحان بالوقت المُخصّص للامتحان، ولكن يجب عدم حثّهم على الإسراع أثناء سير الامتحان، كما ويجب عدم كتابة عدد الدقائق المتبقية لانتهاء الامتحان على اللوح.

إنهاء الامتحان قبل انتهاء الوقت: على المدرسة أن تقرر إن كان بإمكان الطلاب الذين أنهوا الامتحان قبل انتهاء الوقت أن يبقوا في الصف أو يخرجوا منه. من المفضل تشجيع الطلاب الذين أنهوا الامتحان قبل انتهاء الوقت على ألا يُسلموا دفاترهم إلا بعد أن يُعيدوا فحص إجاباتهم.

وظائف معلم اللغة الانجليزية:

1. نُوصي بالسماح لمعلم اللغة الانجليزية قبل بداية الامتحان بتقديم توضيحات عامة للطلاب حول مضامين الامتحان.
2. قد يُساعد الامتحان معلم اللغة الانجليزية على إجراء مسح لمعلومات الطلاب وللصعوبات التي تواجههم.
3. نوصي بأن يتنقل معلم اللغة الانجليزية أثناء إجراء الامتحان بين غرف المُمتَحِنين ويسجل لنفسه الأسئلة التي يطرحها الطلاب. وبموجب هذه الأسئلة ونتائج الامتحان، يمكن للمعلم ان يتوصل إلى خلاصات تربوية واشتقاق استنتاجات أخرى فيما يخص التعليم، بعد الامتحان.

المراقبة في الصف الأصلي:

من المحبذ تعيين معلم مراقب ليس من معلمي اللغة الانجليزية في كل صف يُجرى فيه امتحان.

وظائف المعلم المراقب في الصف أثناء الامتحان:

1. أن يشرف على سير الامتحان بشكل سليم وأن يحافظ على النظام ونزاهة الامتحان.
 2. أن يتأكد من أن كل طالب يحل الامتحان بصورة فردية.
 3. أن يساعد الطلاب على حل المشاكل الفنية التي قد تواجههم (طباعة غير واضحة، دفتر غير صالح وما شابه). يجب عدم الإجابة عن الأسئلة التي تتعلق بالمضامين وعدم قراءة أسئلة الامتحان، كما يجب عدم التلميح إلى الإجابة الصحيحة أو توجيه الطالب إليها.
 4. أن يهيئ أجواء عمل هادئة ومريحة دون إدخالهم في حالة ضغط من ناحية الوقت، تتيح المجال أمام الطلاب للتعبير عن معلوماتهم بأفضل حال.
 5. أن يشجع الطلاب على أن يجيبوا عن جميع أسئلة الامتحان حتى لو ظنوا أنهم لا يعرفون الجواب، لأن الطلاب أحياناً يعرفون أكثر مما يُخيل إليهم.
 6. أن يُوثق الأسئلة التي يطرحها الطلاب خلال الامتحان (إذا لم يكن معلم اللغة الانجليزية موجوداً في الصف خلال الامتحان). انظر فيما يلي " وظائف معلم اللغة الانجليزية " أعلاه.
 7. أن يساعد في حل المشاكل الشخصية التي لا علاقة لها بمضمون الامتحان (السماح بتناول الطعام والشراب خلال الامتحان وفق سياسة المدرسة، معالجة مشاكل شاذة وما شابه).
- مهمات فهم المسموع:** المهمتان 1 و 2 هما مهمتا فهم المسموع. يجب توجيه الطلاب إلى قراءة التعليمات الخاصة بالامتحان على صفحة 4 وبعد ذلك مباشرة الانتقال إلى المهمة 1 على صفحة 6.
- من المفضل التأكد من أن جميع الطلاب فتحوا دفتر الامتحان على الصفحة الصحيحة. الآن، يجب تسميع الطلاب الشريط مرة واحدة فقط. في الشريط يتم إسماع النص الأول مرتين، ومن ثم يتم تخصيص وقت للطلاب كي يجيبوا على الأسئلة. وبعد انتهاء المهمة الأولى، يتم إسماع النص الثاني مرتين، ومن ثم يتم تخصيص وقت ملائم للطلاب للإجابة عن الأسئلة.

استعمال القاموس: استعمال القاموس ممنوع في جميع أقسام الامتحان.

الطلاب الذين يحق لهم أن يمتحنوا في ظروف خاصة، سيمتحنوا في صفهم الأصلي (مثلاً دفاتر امتحان مكبرة) أو سينقلوا إلى صف آخر (لحاجات مثل قراءة الأسئلة، إعادة صياغة الأسئلة وما شابه) – راجع التفاصيل في البند 2 أعلاه.

توجيهات للطلاب قبل توزيع دفاتر الامتحان عليهم:

1. يجب شرح الهدف من الامتحان للطلاب.
2. استعمال القاموس ممنوع في جميع أقسام الامتحان.
3. يجب كتابة جميع الإجابات في الامتحان باللغة الانجليزية.
4. يجب الإشارة إلى الوقت المخصص للامتحان.
5. يجب الإشارة إلى أن الامتحان مكوّن من أسئلة مغلقة (أمريكية / متعددة الإجابات) وأسئلة مفتوحة. في الأسئلة المغلقة هناك جواب واحد صحيح وعلى الطالب أن يختار هذا الجواب من بين الأجوبة المعطاة وأن يشير إليه بوضع X. في الأسئلة المفتوحة يجب كتابة الجواب في المكان المخصّص لذلك.
6. يجب شرح ما على الطلاب أن يفعلوا إذا أنّهوا حلّ الامتحان قبل انتهاء الوقت.
7. يجب الطلب من الطلاب أن يتعاملوا مع الامتحان بكل جدية وأن يجيبوا عن جميع أسئلة الامتحان. يجب الاقتراح عليهم أن يحاولوا الإجابة عن الأسئلة حتى وإن ظنوا أنّهم لا يعرفون إجاباتها أو إن كانوا غير متأكدين من صحّتها.
8. يجب شرح قواعد السلوك للطلاب أثناء الامتحان (الخروج إلى المراحيض، الأكل وتوجيه الأسئلة وما شابه).
9. يجب تمكين الطلاب من قراءة التعليمات التي على صفحة 4 بتمعّن وبعد ذلك الانتقال إلى مهمة فهم المسموع، التي على الصفحة 6، والانتظار حتى يقوم المعلم بتسميع الشريط.

الفصل ج: توجيهات لتصحيح الامتحان

يتضمّن هذا الفصل معلومات تساعد طاقم معلمي المدرسة على تصحيح الامتحان وتحديد علاماته. في البداية يعرّض دليل الإجابات والتوجيهات لاستعماله أثناء تصحيح الامتحانات، يلي ذلك توجيهات لتصحيح الامتحانات وحساب العلامات (بواسطة المنبّاس/ المنبسون، الميتراسايت – وسيلة تتركز على برمجية إكسل أو بشكل يدوي)، وكذلك تعرّض تفسيرات حول المقارنة مع معطيات مدرسة معينة ومجموعة المقارنة (مجمل المدارس العربية) والتي ستُنشر في موعد لاحق.

ج.1. دليل الإجابات والتوجيهات لاستعماله أثناء تصحيح الامتحانات

من أجل التسهيل على المعلمين بذلنا كل جهد ممكن من أجل كتابة دليل إجابات مفصّل قدر الإمكان. يبيّن الدليل نوع السؤال/ البند (مغلق أو مفتوح) والإجابة الصحيحة لكل بند بما فيها مستويات التنفيذ الممكنة، ومدى الترميز.

انتبه،

- يجب إعطاء تدرجاً منفصلاً لكل بند.
- يحصل الطالب على 0 درجات عن كل سؤال لم يجب عنه.
- في العمود الذي عنوانه "مدى الترميز" القيم أو مدى القيم الظاهرة تشير إلى إمكانيات التدرج للسؤال (تلك الإمكانيات التي تظهر أيضاً في ورقة تركيز العلامات). فعلى سبيل المثال، إذا كُتب بأن التدرج للسؤال هو 0-2 فإن معنى ذلك أن السؤال يمكن أن يحصل على 0 أو درجة واحدة أو درجتين. أما إذا كُتب 2.0 فالمقصود هو أن إمكانيات التدرج هي إما صفر درجات أو درجتان بدون أي علامة بينهما.
- في الأسئلة المغلقة (متعددة الإجابات) يجب التعامل مع السؤال الذي أشر فيه الطالب على أكثر من إجابة واحدة وكأنه لم يجب عليه إطلاقاً.

دليل الإجابات للإمتحان في اللغة الإنجليزية للصف الثامن، ميساف داخلي، 2008

- For all questions, if the pupil has not marked/written an answer, mark the “n.a.” (no answer) box on the Scoring Form.
- For multiple-choice questions (CL), mark the pupil’s answer on the Scoring Form (whether or not the pupil’s answer is correct).
- For open-ended questions (OP):
 1. Give an appropriate score based on the scoring instructions below.
 2. Accept any answers that convey the same meaning as those in the scoring key below.
 3. Do not deduct for grammar or spelling mistakes unless indicated.

TASK 1: Access to information from spoken texts			
Task Item #	Item Type	Answer Key	Coding Range
1_1_1	CL	1 = (e) 0 = Other	0,1
1_1_2	CL	1 = (f) 0 = Other	0,1
1_1_3	CL	1 = (a) 0 = Other	0,1
1_2	CL	2 = (a) summer activities for teenagers. 0 = Other	0,2
1_3	CL	2 = (a) to Splash. 0 = Other	0,2

TASK 2: Access to information from spoken texts			
Task Item #	Item Type	Answer Key	Coding Range
2_1	OP	2 = talk; answer (questions); tell; explain 0 = Other (e.g know; popular)	0, 2
2_2	OP	2 = vanilla 0 = Other (e.g. chocolate; mango)	0, 2
2_3	CL	2 = (a) what you need to make ice cream. 0 = Other	0,2
2_4	OP	2 = air 0 = Other (e.g. milk and sugar and fruit; milk)	0, 2
2_5	CL	2 = (c) Ask Your Question. 0 = Other	0,2
2_6	CL	2 = (b) website. 0 = Other	0,2
2_7	OP	2 = Content is relevant and comprehensible; use of appropriate question word / phrase 1 = Content is relevant but not entirely clear; question word / phrase does not correspond to content 0 = Content is irrelevant and is incomprehensible. Also answers such as: I don't know; nothing. No answer. One of the statements from item 3 is copied.	0, 1, 2

TASK 3: Access to information from written texts

Task Item #	Item Type	Answer Key	Coding Range
3_1	OP	4 = He loved going on (long) walks; He loved listening to (the) stories (that the guides told (him / them) 2 = stories; walks 0 = Other (e.g. love going on long walks; school trips; loved)	0, 2, 4
3_2	OP	4 = they are (lots of) fun / full of surprises 2 = (of) fun / (of) surprises 0 = Other (e.g. He lots of fun and full of surprise.)	0, 2, 4
3_3a	OP	2 = The pupils 0 = Other	0, 2
3_3b	OP	2 = what they (the pupils) learn in history or geography; what the teachers teach in history or geography 0 = Other (e.g. what they like)	0, 2
3_4	OP	3 = (He thinks) (it's the) best job (in the world) / fun; He thinks is fun. 1 = I have the best job in the world. 0 = Other (e.g. Amit think of his job as a tour guide in the world.)	0, 1, 3
3_5	CL	3 = (d) a newspaper. 0 = Other	0,3

TASK 4: Access to information from written texts			
Task Item #	Item Type	Answer Key	Coding Range
4_1	OP	4 = She/Gilda had a sore (on her foot / leg). The elephant had a sore (on her foot / leg). She needed to protect the sore on her foot / leg. 2 = a sore; protect 0 = Other (e.g. The doctor took care of the sore.)	0, 2, 4
4_2	CL	3 = (b) He makes shoes. 0 = Other	0,3
4_3	OP	4 = He (the shoemaker/Mr. Smith) had never heard of shoes for elephants; because he needed to make a shoe for an elephant 2 = Gilda / the elephant needs a shoe 0 = Other (e.g. for an elephant; because the doctor asked to make a shoe.)	0, 2, 4
4_4	OP	3 = an elephant shoe; the biggest shoe in the world 2 = shoe(s) 0 = Other (e.g. Gilda, the elephant; Book of Records; information)	0, 2, 3
4_5a	OP	2 = ✓ (In the News Report) and ✓ (In the Book of the Records) 0 = Other	0, 2
4_5b	CL	2 = ✓ (In the News Report) 0 = Other (no other option)	0, 2
4_5c	CL	1 = ✓ (In the Book of Records) 0 = Other (no other option)	0, 1

TASK 5: Written presentation			
Task Item #	Item Type	Answer Key	Coding Range
5_CA Communicative Ability	OP	See instructions below	0-6
5_AC Accuracy	OP	See instructions below	0-4
Evaluate the task according to the scale below, which describes writing performance at different levels: 6, 4, 2 for <i>Communicative Ability</i> and 4, 2, 1 for <i>Accuracy</i> . The intermediate levels (5 and 3) are for levels of writing that fall between the detailed descriptions. The pupils should receive one grade for <i>Communicative Ability</i> and one for <i>Accuracy</i> for the entire task.			
Communicative Ability		Accuracy	
<ul style="list-style-type: none"> The information is relevant to the topic The message is clear The text is organized Vocabulary is varied and appropriate 	6	<ul style="list-style-type: none"> Correct simple sentence structure (subject, verb, and correct word order); Occasional errors in more complex sentences if attempted Mostly correct subject-verb agreement, tense, pronouns, articles, and prepositions Mostly correct spelling, punctuation, and capitalization 	4
	5		3
<ul style="list-style-type: none"> Most information is relevant to the topic The message is mostly clear The text is mostly organized Vocabulary is adequate and is generally appropriate 	4	<ul style="list-style-type: none"> Inconsistent use of simple sentence structure (subject, verb, and correct word order); Errors in compound or complex sentences if attempted Some errors of subject-verb agreement, tense, pronouns, articles, and prepositions Some errors in spelling, punctuation, and capitalization 	2
	3		
<ul style="list-style-type: none"> Information is limited and / or mostly irrelevant to the topic Message is difficult to follow Vocabulary is limited Less than 25 words 	2	<ul style="list-style-type: none"> Incorrect simple sentence structure Many errors of subject-verb agreement, tense, pronouns, articles, and prepositions OR <ul style="list-style-type: none"> Not enough language to assess accuracy 	1
Only copies instructions Writes set(s) of isolated words Does not write in English			0

TASK 6: Access to information from written texts

Task Item #	Item Type	Answer Key	Coding Range
6_1	CL	3 = (d) the trash on the beach 0 = Other	0,3
6_2	OP	3 = Mark Hallaway; the writer (and his friends); the boy and his friends 0 = Other (e.g. Kids; instead of complaining)	0, 3
6_3	OP	4 = clean up the beach; collect [trash / garbage / rubbish] 2 = clean; collect 0 = Other (e.g. walk along the beach; every summer; clean up the sea)	0, 2, 4
6_4	OP	2 = jump into the water; went for a swim; swim; have fun 1 = fun 0 = Other (e.g. It felt good to have fun after all that hard work; clean it)	0-2
6_5	OP	4 = filled more than 40 bags of [trash / garbage / rubbish]; worked for over 30 hours; cleaning up wasn't easy; bags were heavy 2= hard work; collected trash / garbage / rubbish; cleaning up 0= Other (e.g. We met to clean up the beach.)	0, 2, 4
6_6	CL	3 = (d) when people keep the beach clean 0 = Other	0,3
6_7	CL	3 = (d) Teens Who Care 0 = Other	0,3

TASK 7: Written presentation			
Task Item #	Item Type	Answer Key	Coding Range
7_CA Communicative Ability	OP	See instructions below	0-5
7_AC Accuracy	OP	See instructions below	0-5
Evaluate the task according to the scale below, which describes writing performance at three levels: 5, 3, and 1 for both <i>Communicative Ability</i> and <i>Accuracy</i> . The intermediate levels (4 and 2) are for levels of writing that fall between the detailed descriptions. The pupils should receive one grade for <i>Communicative Ability</i> and one for <i>Accuracy</i> for the entire task.			
Communicative Ability		Accuracy	
<ul style="list-style-type: none"> The information is relevant to the topic The message is clear The text is organized Vocabulary is varied and appropriate 	5	<ul style="list-style-type: none"> Correct simple sentence structure (subject, verb, and correct word order); Occasional errors in compound or more complex sentences if attempted Mostly correct subject-verb agreement, tense, pronouns, articles, and prepositions Mostly correct spelling, punctuation, and capitalization 	5
	4		4
<ul style="list-style-type: none"> Most information is relevant to the topic The message is mostly clear The text is mostly organized Vocabulary is adequate and is generally appropriate 	3	<ul style="list-style-type: none"> Inconsistent use of simple sentence structure (subject, verb, and correct word order); Errors in compound or complex sentences if attempted Some errors of subject-verb agreement, tense, pronouns, articles, and prepositions Some errors in spelling, punctuation, and capitalization 	3
	2		2
<ul style="list-style-type: none"> Information is limited and / or mostly irrelevant to the topic Message is difficult to follow Vocabulary is limited Less than 30 words 	1	<ul style="list-style-type: none"> Incorrect sentence structure Many errors of subject-verb agreement, tense, pronouns, articles, and prepositions OR <ul style="list-style-type: none"> Not enough language to assess accuracy 	1
Only copies instructions Writes set(s) of isolated words Does not write in English			0

عام:

من المفضل أن يصحح امتحانات كل واحد من الصفوف طاقم معلمي اللغة الانجليزية في المدرسة، كما من المفضل أن يرافق عملية التصحيح مركز اللغة الانجليزية في المدرسة أو مركز الطبقة أو من يكلفه مدير المدرسة بهذه المهمة. يجب تصحيح الامتحانات بناء على دليل الإجابات الذي أوردناه آنفاً (ج.1.) والالتزام به بشكل كامل.

وسيلة مساعدة لحساب ومسح علامات " الميتساف " الداخلي

تضع " راما " تحت تصرف المدارس أدواتين محوسبتين لحساب العلامات ومسح النتائج: **برمجية المنباس والميتسافيت**، التي طورتها " راما ". هاتان الأدواتان تحسبان العلامات على مستوى الطالب بشكل تلقائي وتوفران نتائج، مقارنة بين مجموعات طلاب ورسوم تخطيطية على مستوى الصف أو الطبقة، وهما مخصصتان فقط للمدارس التي أجري فيها الامتحان بكامله.

بالإضافة إلى هاتين الأدواتين الإحصائيتين، مرفقة مع الدفتر أداة يدوية لحساب المعطيات - **ورقة تركيز العلامات للطالب** - والتي يمكن أن تعتبر مرحلة مسبقة (أداة مساعدة) قبل إدخال المعطيات إلى المنبسون أو إلى إكسل. لكي يكون بالإمكان الحصول على صورة مدرسية، يجب اتخاذ قرار موحد يتعلق بأداة معالجة المعطيات التي تستخدمها المدرسة. أي يجب توجيه جمهور المعلمين في المدرسة إلى **استخدام أداة مدرسية واحدة لتحليل نتائج " الميتساف " الداخلي (المنباس أو الميتسافيت (إكسل))**. للتوصل إلى قرار مدرسي يجب أخذ بعين الاعتبار مستوى مهارات جمهور المعلمين في المدرسة في العمل مع أدوات المعالجة المختلفة: استخدام أداة إكسل ملائم للمعلمين الذين يملكون خبرة مبدئية في العمل على برمجية إكسل، وبنفس المدى استخدام المنبسون ملائم للمعلمين الذين يملكون خبرة أساسية في العمل مع محتويات المنبسون.

أ. **تصحيح الامتحان وحساب العلامات بواسطة "المنباس" و "المنبسون"**
لقد تمت ملاءمة منظومة "المنباس" و "المنبسون" لتغذية المعطيات من امتحانات "الميتساف" الداخلية، وهي تحتوي على نظام بيني (PWSM) يمكن المدرسة من استيعاب امتحانات "الميتساف" الداخلية مباشرة إلى المنبسون أو المنباس، من أجل إدخال علامات "امتحانات الميتساف". العلامات تغذى في المنباس/المنبسون، إلى مركبات حدث تقييمي مماثلة للأسئلة في دفتر امتحان "الميتساف الداخلي". توثيق العلامات في المنباس يتيح المجال أمام إصدار تقارير مقارنة خاصة بـ "الميتساف الداخلي" والاحتفاظ بها كحدث تقييمي يندمج ضمن برنامج التقييم المدرسي.

للحصول على الإرشاد والدعم يمكن التوجه إلى مركز الخدمات والدعم الفني في مديرية تطبيقات "المنباس" في الأيام الأحد - الخميس، من الساعة 07:30 وحتى الساعة 22:30 وفي يوم الجمعة من الساعة 07:30 وحتى الساعة 14:00 وفي يوم السبت من الساعة 07:30 وحتى الساعة 16:30 على الهاتف رقم 03-9298111.

البريد الإلكتروني للحصول على الدعم الفني: moked-manbas@kishurim.k12.il

البريد الإلكتروني للحصول على المعلومات العامة: manbas@manbas.k12.il

عنوان موقع مديرية تطبيقات المنباس على شبكة الإنترنت هو: www.education.gov.il/manbas

ب. **تصحيح الامتحان وحساب العلامات بواسطة "الميتسافيت"**
تضع "راما" تحت تصرف المدرسة "برمجيات ميتسافيت صافية" و "برمجيات ميتسافيت طبقية" من أجل حساب العلامات ومسح النتائج في "الميتساف" الداخلي، في جميع مجالات المعرفة "للميتساف". برمجيات الميتسافيت التي طورت لكل واحد من امتحانات "الميتساف" الداخلي هي ملفات إكسل تمت ملاءمتها مع المبنى الخاص لكل امتحان. الميتسافيت تتيح المجال أمام حساب علامات طلاب الصف / الطبقة في امتحان "الميتساف" الداخلي وتعطي صورة عن نتائج الصفوف أو الطبقة كلها في الامتحان.
ستنشر برمجيات الميتسافيت على موقع "راما" على العنوان: <http://rama/education.gov.il>، تحت العنوان "מיצ"ב פנימי התשס"ח" ("الميتساف الداخلي 2008") في فترة مواعيد إجراء امتحانات "الميتساف" الداخلي. استعمال برمجيات الميتسافيت يمكنه أن يستبدل أو يكمل العمل مع أوراق تركيز العلامات اليدوية، والتي هي مخصصة للمعلمين الماهرين بالعمل على إكسل. المعلمين الذين لا يعرفون العمل على إكسل فمن المفضل أن يستعملوا أوراق تركيز العلامات اليدوية.

ج. **تصحيح الامتحان وحساب العلامات يدوياً**
لحساب العلامات يدوياً يجب استعمال ورقة تركيز العلامات اليدوية لكل طالب، والمرفقة مع المغلف (مع كل مغلف امتحانات توجد 40 نسخة من أوراق تركيز العلامات). انظر لاحقاً نموذجاً لورقة تركيز علامات معبأة التي حسبت فيها جميع العلامات لأحد الطلاب ونموذجاً لورقة تركيز علامات فارغة. لقد تمت ملاءمة هذه الوسيلة لتمرير "الميتساف" الداخلي وتمكين المعلمين من تصحيح الامتحانات بسهولة ونجاعة.

فيما يلي توجيهات لتصحيح الامتحان ولحساب العلامات بطريقة يدوية.

1. توجيهات عامة:

- تصحيح أسئلة الامتحان بحسب دليل الإجابات المرفق: إمكانيات تدرّيج كل سؤال أو كل بند في سؤال محددة مسبقاً في الدليل ومسجلة أيضاً في ورقة تركيز العلامات. يجب التأشير في ورقة تركيز العلامات على عدد الدرجات لكل سؤال. فيما يلي عدد من الأمثلة:

أمثلة:

Task 2 (سؤال مغلق): إجابة صحيحة كما هو مبين في دليل الإجابات، تمنح الطالب ثلاث درجات. إذا أجاب الطالب بشكل صحيح، يجب وضع دائرة حول الرقم 3 في ورقة تركيز العلامات، في السطر الخاص بهذا البند. إذا أخطأ الطالب أو لم يجب إطلاقاً عن السؤال فسيحصل على 0 درجات. في هذه الحالة يجب وضع دائرة حول الرقم 0 في ورقة تركيز العلامات في السطر الخاص بهذا البند.

Task 3 (سؤال مفتوح): الإجابة الكاملة، كما هو مبين في دليل الإجابات تمنح الطالب أربع درجات. إذا أجاب الطالب إجابة صحيحة وكاملة يجب وضع دائرة حول الرقم 4 في ورقة تركيز العلامات في السطر الخاص بهذا البند. إجابة جزئية كما هو مفصل في دليل الإجابات تمنح الطالب درجة واحدة. في هذه الحالة يجب وضع دائرة حول الرقم 1 في ورقة تركيز العلامات في السطر الخاص بهذا البند. إذا لم يجب الطالب إطلاقاً أو أخطأ في الإجابة، كما هو مفصل في دليل الإجابات فسيحصل على 0 درجات. في هذه الحالة يجب وضع دائرة حول الرقم 0 في ورقة تركيز العلامات في السطر الخاص بهذا البند.

في Task 7 (بند مفتوح) يقيم الطالب بحسب البعدين التاليين كل على حدة: Communicative Ability، و Accuracy. تنفيذ الطالب الكامل للبعد Communicative Ability، كما هو مبين في دليل الإجابات، تمنح الطالب 5 درجات. تنفيذ متوسط يمكن أن يمنح الطالب ما بين درجة واحدة وحتى 4 درجات كما هو مفصل في دليل الإجابات. في هذه الحالة يجب وضع دائرة حول الرقم الملائم في ورقة تركيز العلامات في السطر الخاص بهذا البعد في المهمة 7. إذا لم ينفذ الطالب المهمة أو نفذها بشكل غير مرض كما هو مفصل في دليل الإجابات، فسيحصل على 0 درجات. في هذه الحالة يجب وضع دائرة حول الرقم 0 في ورقة تركيز العلامات في السطر الخاص بهذا البعد في هذه المهمة. من الجدير بالذكر أنه يجب خصم درجة واحدة في البعد Communicative Ability للطلاب الذين كتبوا أقل من 50 كلمة.

- حكم السؤال الذي لم يُجب عنه الطالب مثل حكم الإجابة الخاطئاً. في هاتين الحالتين يحصل الطالب على 0 درجات. ومع ذلك من المفضل أن يسجل المعلم لنفسه الأسئلة التي لم يجب عنها الطلاب لكي يستطيع من خلالها التعرف على المواضيع التي يواجهها الطلاب صعوبة في فهمها أو أنهم لم يتعلموها.

2. توجيهات لحساب العلامة الكلية للطالب يدويا في كل مجال في الامتحان

- بعد إعطاء الدرجات التي يستحقها كل سؤال يجب حساب مجموع الدرجات التي حصل عليها الطالب في كل مجال:
- العلامة في فهم المسموع (Access to information from spoken texts - AIST) تحسب بواسطة جمع الدرجات التي حصل عليها الطالب في المهمتين 1 و 2 (Task 1 + Task 2).
- العلامة في فهم المقروء (Access to information from written texts - AIWT) تحسب بواسطة جمع الدرجات التي حصل عليها الطالب في المهمات 3 و 4 و 6 (Task 3 + Task 4+ Task 6).
- العلامة في التعبير الكتابي (Written presentation - WP) تحسب بواسطة جمع الدرجات التي حصل عليها الطالب في المهمتين 5 و 7 (Task 5+ Task 7). بما أن علامة كل طالب تعتمد على عدد قليل من الأسئلة والبنود فإن مثل هذه العلامة، في حالات معينة يمكن ألا تمثل بشكل حقيقي مستوى تمكّن الطالب من المادة ولذلك فإننا نوصي بمقارنتها مع نتائج أخرى للطالب في الامتحانات المدرسية في هذا الموضوع.
- يمكن حساب علامات الطلاب في المواضيع المختلفة يدويا بالنسبة المئوية (انظر التوجيهات في أسفل ورقة تركيز العلامات). أداة اكسل تجري الحسابات بشكل تلقائي (اوتوماتيكي).

3. توجيهات لحساب علامة الامتحان النهائية يدويا

- تحسب علامة الامتحان النهائية بواسطة جمع الدرجات التي حصل عليها الطالب في الامتحان في جميع المجالات (AIST+AIWT+WP). مجال علامة الامتحان النهائية يتراوح بين 0 و 100.
- العلامة النهائية للطلاب الذين يعانون من إعاقة في السمع (الذين لم يمتحنوا في القسم الأول من الامتحان أي في فهم المسموع) تحسب بناء على القسم ب من الامتحان فقط (Task 3-Task 7)، يجب تقسيم الحاصل على 79 (العلامة القصوى لهذا القسم) وضرب الناتج في 100.

4. توجيهات لاستعمال ورقة المسح الصفي وحساب المقاييس الصفية

- ورقة المسح الصفي التي تظهر لاحقا تمكّن من حساب المقاييس الصفية على مستوى البند، ومستوى المجال وعلى مستوى العلامة الكلية في الامتحان. عند الانتهاء من فحص الامتحانات نوصي بنسخ علامات كل طالب في البنود التي تتبع كل مجال وبعدها القيام بحساب المعدل العام لجميع الطلاب في الصف على مستوى البنود والمجالات وعلى مستوى الامتحان كله.
- **انتبه**، الأسئلة وبنودها التي في ورقة المسح الصفي مرتبة بحسب المجالات في الامتحان. للتسهيل على الفحص نوصي بتصوير الصفحتين 36-37. على ورقة من حجم A3.
- المعايير القطرية لا تشمل الطلاب الذين يحصلون على دعم من برنامج الدمج. لذلك، لمقارنة المعدل الصفي مع المعايير القطرية (عندما تنشر هذه المعطيات) يجب حساب المعدل الصفي بدون هذه المجموعة من الطلاب.
- كذلك، نوصي بحساب المعدل الصفي الذي يشمل الطلاب الذين يعانون من عسر تعلّم وكذا المعدل الصفي الذي لا يشمل هؤلاء الطلاب، وبالذات إذا كانت ظروف تقدّمهم للامتحانات تختلف كل الاختلاف عن بقية الطلاب.

ج.3. المقارنة مع المعايير القطرية

ستقوم "راما" بنشر معطيات مجموعات المقارنة (المعايير القطرية) على ضوء نتائج المدارس التي امتحنت في امتحانات "الميتساف" الخارجية. تستطيع المدرسة مقارنة نتائجها مع نتائج مدارس شبيهة بها. شروح حول المقارنة ستُنشر على شبكة الإنترنت في موقع "راما" بعد عدة أشهر. تذكروا، إذا قررتم إجراء أي تغيير على الامتحان (على مبناه، طريقة إجرائه أو طريقة تصحيحه) فإنكم لن تستطيعوا المقارنة بين نتائجكم وبين معطيات مجموعات المقارنة (المعايير القطرية).

ورقة تركيز العلامات للطالب – اللغة الانجليزية الصف الثامن

نموذج لتعبئة ورقة تركيز العلامات للطالب (لحساب يدوي) – اللغة العربية للصف الثامن

اسم الطالب/ة: _____ نور _____ الصف: 8ب

يجب التأشير على عدد الدرجات لكل سؤال كما هو مفصّل في دليل الإجابات.

Access to information from written texts				
الدرجات				
0		2	(4)	سؤال 3_1
0		(2)	4	سؤال 3_2
0		(2)		سؤال 3_3a
0		(2)		سؤال 3_3b
0	(1)		3	سؤال 3_4
0		(3)		سؤال 3_5
0		(2)	4	سؤال 4_1
0		(3)		سؤال 4_2
0		2	(4)	سؤال 4_3
(0)		2	3	سؤال 4_4
0		(2)		سؤال 4_5a
0		(2)		سؤال 4_5b
(0)	1			سؤال 4_5c
0		(3)		سؤال 6_1
0		(3)		سؤال 6_2
(0)	2		4	سؤال 6_3
0	(2)			سؤال 6_4
0	(2)		4	سؤال 6_5
0		(3)		سؤال 6_6
0		(3)		سؤال 6_7
43				مجموع الدرجات

Access to information from spoken texts				
الدرجات				
0	(1)			سؤال 1_1_1
0	(1)			سؤال 1_1_2
(0)	1			سؤال 1_1_3
0		(2)		سؤال 1_2
0		(2)		سؤال 1_3
(0)	2			سؤال 2_1
(0)	2			سؤال 2_2
0	(2)			سؤال 2_3
0	(2)			سؤال 2_4
0	(2)			سؤال 2_5
0	(2)			سؤال 2_6
0	1	(2)		سؤال 2_7
16				مجموع الدرجات

Written presentation							
الدرجات							
0	1	2	3	4	5	(6)	سؤال 5_CA
0	1	2	(3)	4			سؤال 5_AC
0	1	2	3	(4)	5		سؤال 7_CA
0	1	2	3	(4)	5		سؤال 7_AC
17							مجموع الدرجات

$\frac{(17)}{20} \times 100 = \underline{85} \%$	$\frac{(43)}{59} \times 100 = \underline{73} \%$	$\frac{(16)}{21} \times 100 = \underline{76} \%$	العلامة بالنسبة المئوية
Written presentation	Access to information from written texts	Access to information from spoken texts	
العلامة الكلية: 76 (مجموع الدرجات في كل المجالات)			العلامة الكلية

ورقة تركيز العلامات للطالب (نسخ من هذه الورقة مرفقة داخل المغلف)

الصف: _____

اسم الطالب/ة: _____

ورقة تركيز العلامات للطالب – اللغة الانجليزية للصف الثامن
"ميتساقف" (امتحان مقاييس النجاعة والنماء في المدرسة) داخلي 2008

Access to information from written texts					Access to information from spoken texts						
الدرجات					الدرجات						
0		2		4	سؤال 3_1	0	1			سؤال 1_1_1	Task 1
0		2		4	سؤال 3_2	0	1			سؤال 1_1_2	
0		2			سؤال 3_3a	0	1			سؤال 1_1_3	
0		2			سؤال 3_3b	0		2		سؤال 1_2	
0	1			3	سؤال 3_4	0		2		سؤال 1_3	
0				3	سؤال 3_5	0		2		سؤال 2_1	
0		2		4	سؤال 4_1	0		2		سؤال 2_2	
0				3	سؤال 4_2	0		2		سؤال 2_3	
0		2		4	سؤال 4_3	0		2		سؤال 2_4	
0		2		3	سؤال 4_4	0		2		سؤال 2_5	
0		2			سؤال 4_5a	0		2		سؤال 2_6	
0		2			سؤال 4_5b	0	1	2		سؤال 2_7	
0	1				سؤال 4_5c	مجموع الدرجات					
0				3	سؤال 6_1	Task 6					
0				3	سؤال 6_2						
0		2		4	سؤال 6_3						
0		2			سؤال 6_4						
0		2		4	سؤال 6_5						
0				3	سؤال 6_6						
0				3	سؤال 6_7						
مجموع الدرجات											

Written presentation									
الدرجات									
0	1	2	3	4	5	6	سؤال 5_CA	Task 5	
0	1	2	3	4			سؤال 5_AC		
0	1	2	3	4	5		سؤال 7_CA	Task 7	
0	1	2	3	4	5		سؤال 7_AC		
مجموع الدرجات									

$\frac{(\quad)}{20} \times 100 = \text{___} \%$	$\frac{(\quad)}{59} \times 100 = \text{___} \%$	$\frac{(\quad)}{21} \times 100 = \text{___} \%$	العلامة بالنسبة المئوية
Written presentation	Access to information from written texts	Access to information from spoken texts	
العلامة: _____ (مجموع الدرجات في كل المجالات)			العلامة الكلية

Total Score	Written presentation				Access to information from written texts							رقم السؤال		
	TASK 7		TASK 5		TASK 6									
	معدل الدرجات في المجال	7_AC	7_CA	5_AC	5_CA	معدل الدرجات في المجال	6_7	6_6	6_5	6_4	6_3		6_2	6_1
														اسم الطالب
														1
														2
														3
														4
														5
														6
														7
														8
														9
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														40

المعدل الصفّي لجميع الطلاب: _____
المعدل الصفّي بدون الطلاب المدمجين وذوي العسر التعليمي: _____

Overview

The acronym *Meizav* (מדדי יעילות וצמיחה בית ספרית), which represents the Hebrew terminology, has been translated into English thus: Growth and Effective Measures of Schools (GEMS). As reflected in the name, the GEMS, or *Meizav*, reflects a battery of tests, of which the English test is only one component. We suggest that when analyzing the results teachers take note of data collected from the other components, and integrate the information to provide a more comprehensive picture of their school in terms of achievement in the core subjects (L1, Mathematics, English, Science), school climate and pedagogical environment.

The internal *Meizav* English test covers two domains – Access to Information and Presentation. The test was designed to assess the achievement of some of the benchmarks (in particular, those benchmarks that can be assessed through more traditional testing procedures). The test is divided in two parts due to logistic considerations. The first part is composed of two (2) listening texts designed to assess the benchmarks in the domain of Access to Information from Spoken Texts. The second part is composed of three (3) reading texts that are designed to assess the benchmarks in the domain of Access to Information from Written Texts and two written tasks designed to assess benchmarks in the domain of Presentation. Please note that the order in which the tasks appear in the second part: two tasks (of graduated level of difficulty) within the domain of Access to Information; one written Presentation task, followed by an additional task within the domain of Access to Information (highest level of difficulty) within the domain of Access to Information, and a final written Presentation task (more demanding than the previous written Presentation task).

The purpose of these guidelines is to provide teachers with a better understanding of the aims of the *Meizav* English test and the test content. Included in this guide is a mapping out of the test together with a detailed answer key for grading pupil performance. It also includes analyzed samples of pupil performance, including common errors. This analysis may serve teachers in analyzing and interpreting the results of their classes, diagnosing pupils' strengths and weakness, as well as allowing comparison of performance against national norms. From the analysis teachers may not only become aware of pupils' knowledge and abilities but also gain insights into the effectiveness of her or his instruction.

In analyzing pupils' performance it is not always possible to pinpoint the source of an error and even if the pupil is consulted at a later date, she or he may not remember why a certain response had been selected. However, there are certain types of errors that may be considered a result of a common cause(s). One common problem is that pupils may be functioning at word level rather than at sentence and / or text level and the incorrect response may reflect this. Other common sources of error include lack of the use of effective reading strategies (e.g. use of textual structure to enhance meaning) and limitations in linguistic ability (e.g. changing the pronoun to suit the question).

In addition teachers need to be aware of a number of limitations in analyzing pupil performance:

- a. an incorrect response may be the result of the student guessing the answer. Guessing is a well-researched strategy in closed test items. Teachers wanting to find out more about student response may want to change the question to an open one to glean more information.

- b. no response may be the result of a number of factors: the pupil may have inadvertently skipped a question, may not have understood the instructions, may not have understood the question and what was expected of him or her, or not have been able to connect the question and the relevant response. It is recommended that you mark unanswered questions as “no answer” (n.a.) in order to see what item types may pose difficulty to the class as a whole and to individuals. In some cases, you may want to ask the pupil why she or he did not answer a particular item or items.

Regarding the two tasks in the domain of Presentation – Task 5 and Task 7 – it is important to note that the analyses, insights from performance and pedagogical recommendations are based solely on the written products and teachers should be aware of the limitations of these analyses. A teacher who is grading her own pupils’ work will also be able to contextualize the analysis knowing the pupils and their instructional setting. These sample analyses are aimed to serve as guidelines for assessing pupils’ work.

Teachers should note that besides the information gleaned from the test regarding individual pupil’s progress and achievement, and mapping out class achievement, the test can also serve as a model in designing future assessments. When doing so please pay attention to the levels of questions included in the test and ensure that all levels of comprehension – literal, integration, inference – are given appropriate representation. Also it is suggested that prior to assessing writing, share the assessment rubric with the pupils. This enables them to have a clearer idea of what is expected of them.

Mapping out of the English Meizav Test

Introduction

The map of the test consists of a general description of the each of the tasks, the text itself (where relevant), and either item information, which relates to levels of comprehension¹ and levels of difficulty², or a rubric (where relevant).

For the tasks related to the domain of Access to Information from Spoken Texts, a description of the text (text type, topic, linguistic aspects, length of texts), the transcript of the text, and test items (number and type) are specified as well as recommendations for administration.

For the tasks related to the domain of Access to Information from Written Texts, a description of the text (text type, topic, linguistic aspects, length of texts), and test items (number and type) are specified as well as recommendations for administration.

For the tasks related to the domain of Presentation, a detailed rubric is included for each of the two tasks (Tasks 5 and 7).

Note: Accept complete answers with grammatical and/or spelling errors, **unless otherwise stated in a specific item.**

¹Literal Comprehension: Literal comprehension refers to an understanding of the explicit meaning of a text. Questions that require literal comprehension include items that can be answered directly from the text at the sentence level. They can be questions that require either copying or rephrasing of information from the text.

Integration: Integration also refers to an understanding of the explicit meaning of a text but also requires accessing information from various parts of the text in order to answer a given question. Questions that require integration include items that require thinking about how ideas or information in the passage relate to each other as well as to an understanding of its main idea and supporting details.

Inference: Inference refers to an understanding of the implicit meaning of a text. Questions that require inference include items that involve combining the pupils' literal understanding of the text with their own knowledge and experiences in order to produce a response that is not explicitly stated in the text. It also entails questions that require identification of a specific text type.

²Levels of Difficulty

1 = 85%-100% - Low

2 = 65%- 84% - Medium low

3 = 40%- 64% - Medium high

4 = 20%- 39% - High

Part 1

The first part of the *Meizav* English test relates to the domain of Access to Information from Spoken Texts. This part is comprised of two listening tasks, sequenced in order of difficulty (Tasks 1 and 2).

Task 1

Discourse features (text description)

Text type: Advertisements.

Topic: Summer activities for teens.

Linguistic aspects of text: high frequency vocabulary; basic sentence structure; use of imperative form.

Length of text: approximately 100 seconds (not including Hebrew/Arabic instructions).

Item description

Total number of test items: 5

Item types: Multiple-choice (matching pictures, 3 pictures from 6 options).

Multiple-choice: 2 items, 3 options.

Total points for task: 7

Administration

The pupils hear the text twice. Allow time prior to listening for pupils to read the questions. There is time allotted on the recording for pupils to check their answers prior to the second listening. Encourage pupils to check their answers after completing the task.

Transcript

Ad 1

Do something different this summer. Join the hip hop dance group in the Dance Center in town. Learn to dance hip hop to your favorite music. The dancers meet every Tuesday afternoon at the Dance Center. So what are you waiting for? Come to the center on Tuesdays with your friends and spend the summer dancing hip hop together!

Ad 2

Do you like playing computer games? Do you want to write your own games? You DO?! Then come to The Mouse House this summer – the BEST computer center in town. Learn how to write computer games. It's easy and fun for everyone. The group for teenagers meets on Monday mornings from 9 to 12. The Mouse House is THE place for teens to be this summer.

Ad 3

Come to Splash – the coolest water park in town! Come to our Summer Teen Days – every Sunday and Wednesday! Spend the whole day at the water park. Splash has the highest slides and the biggest pools just waiting for you and your friends! Teen Day at Splash - where you too can be cool in the pool!

Analysis of the transcript:

The considerations in designing this task were as follows:

- (a) the text type of spoken advertisements is extremely common and therefore assumed to be part of a pupil's repertoire of text type knowledge.
- (b) although there are three texts, and the requirements of the actual task are to relate to all three integratively, they can still be considered to "stand alone".
- (c) the topic of the advertisements was chosen based on the experiences of eighth grade pupils and assumed to be familiar to all.
- (d) advertisements are characterized by the use of imperative voice. The imperative voice is usually learnt in the foundation level in elementary school.
- (e) sentences in advertisements are usually short and to the point.
- (f) redundancy is a feature of oral advertisements and this supports pupils' listening comprehension.

Item breakdown

Item Information	Answer Key	Scoring Range
Items 1.1.1 – 1.1.3 <i>Benchmark:</i> Understand the general meaning, main ideas and sequence of events in a text and use this knowledge as needed <i>Level of comprehension:</i> Literal <i>Estimated level of difficulty:</i> 1.1.1 – 1 1.1.2 – 1 1.1.3 – 1	1.1.1 – e 1.1.2 – f 1.1.3 – a	0, 1 per item
Sample analysis of this item The items: Choose three (3) pictures that match the ads. <i>Item characteristics:</i> Closed (matching) <i>Considerations when designing the item:</i> To assess the ability to listen to a short text for general meaning and follow the sequence in which the three ads are presented. Pupils need to be familiar with the features of an oral advertisement. <i>Following analysis of pupils' performance:</i> This item is expected to be easy since it was assumed that successful performance indicates an understanding of the text type, and the ability to transfer what is heard to a picture.		

Item Information	Answer Key	Scoring Range
<p>Item 1.2</p> <p><i>Benchmark:</i> Understand the main ideas and supporting details in a text and use this knowledge as needed</p> <p><i>Level of comprehension:</i> Integration</p> <p><i>Estimated level of difficulty:</i> 2</p>	<p>2 = summer activities for teenagers</p> <p>0 = other</p>	0, 2
<p>Sample analysis of this item</p> <p><i>The item:</i> What are all the ads about?</p> <p><i>Item characteristics:</i> Closed (multiple-choice)</p> <p><i>Considerations when designing the item:</i> To assess the ability to listen to three texts and identify what they have in common. This requires the integration of information from all three ads.</p> <p><i>Following analysis of pupils' performance:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils choosing the correct answer have identified the common topic of all three texts. <input type="checkbox"/> Pupils who chose either one of the distractors focused on only one particular ad. 		
<p>Item 1.3</p> <p><i>Benchmark:</i> Understand the main ideas and supporting details in a text and use this knowledge as needed</p> <p><i>Level of comprehension:</i> Literal</p> <p><i>Estimated level of difficulty:</i> 2</p>	<p>2 = to Splash</p> <p>0 = other</p>	0, 2

Item Information	Answer Key	Scoring Range
<p>Sample analysis of this item</p> <p><i>The item:</i> You want to spend the whole day with your friends. Where can you go?</p> <p><i>Item characteristics:</i> Closed (multiple-choice)</p> <p><i>Considerations when designing the item:</i> To assess the ability to pick up on the details of each summer activity and apply that information in a different context.</p> <p><i>Following analysis of pupils' performance:</i> The options:</p> <ul style="list-style-type: none"> to Splash: Pupils who chose this option have correctly identified the ad and the relevant detail needed to apply it in a different context. to the Dance Center: Pupils who chose this option may either have not identified the relevant ad, or the necessary detail. to the Mouse House: Pupils who chose this option may either have not identified the relevant ad, or the necessary detail. 		

Task 2

Discourse features (text description)

Text type: Interview.

Topic: Ice cream.

Linguistic aspects of text: high frequency vocabulary; basic sentence structure; tenses: primarily present simple.

Length of text: approximately 150 seconds (not including Hebrew/Arabic instructions).

Item description

Total number of test items: 7

Item types: Multiple-choice: 3 items, 3 options.

Open: 2 items.

Open (sentence completion): 2 items.

Total points for task: 13

Administration

The pupils hear the text twice. Allow time prior to listening for pupils to read the questions. There is time allotted on the recording for pupils to check their answers prior to the second listening. Encourage pupils to check their answers after completing the task.

Transcript

- Nellie** *Hello listeners! This is Nellie Goodman on Radio 6. Welcome to our weekly radio program, "Ask Your Question." On our program, you ask the questions and we answer them. The topic of today's program is ice cream and our guest expert is Mr. Amir Kateeb. He has an ice cream shop where he makes ice cream with his own special recipe. Welcome to the show, Amir.*
- Goodman:**
- Amir Kateeb:** *Good morning, Nellie. It's nice to be here on "Ask Your Question".*
- Nellie** *Now our first question. Miri from Haifa wants to know: What is the most popular flavor of ice cream? She thinks that it's chocolate.*
- Goodman:**
- Amir Kateeb:** *Well, actually, vanilla is the most popular flavor, chocolate is second and strawberry is third. But my favorite is mango ice cream.*
- Nellie** *Mango! Mmm...That's sounds delicious! Now, our next question is from Elena. She has a good question: What do you need to make ice cream?*
- Goodman:**
- Amir Kateeb:** *Not much. The main ingredients are milk, sugar, cream and some flavoring, such as vanilla, chocolate or fruit. But did you know that there is air in ice cream?*
- Nellie** *Really? How does air get into the ice cream?*
- Goodman:**
- Amir Kateeb:** *To make ice cream, you have to mix and freeze all the ingredients together at the same time. When you mix ice cream, air gets into it. The air makes the ice cream soft. The more air you have, the softer the ice cream is.*
- Nellie** *Thank you Amir. That's all we have time for today. If you have more questions about ice cream, you can go to the "Ask Your Question" website at www.icecream-questions.com. Amir will be online now to answer your questions.*
- Goodman:**

Analysis of the transcript:

This text deals with ice cream which is always a 'refreshing' and 'yummy' topic! It is an integrative text in that listeners need to understand the structure of a dialogue and the relationship between the speakers, the context and the content.

The considerations in designing this text were as follows:

- (a) the text type of a dialogue in the context of a radio interview is familiar to pupils as is the topic of ice cream.
- (b) dialogues are characterized by turn-taking as the interlocutors (speakers) respond to each other.
- (c) language depends on the context and the topic. General ideas are presented and thus the use of present simple. Also it is a 'question-answer' session, thus the use of interrogative.
- (d) although redundancy is not necessarily a distinct feature of interviews, redundancy has been included to support listening comprehension.

Due to the fact that the text is of a more integrative nature, most of the questions are designed to assess listening comprehension at the literal level.

Item breakdown

Item Information	Answer Key	Scoring Range
<p>Item 2.1</p> <p><i>Benchmark:</i> Understand the main ideas and supporting details in a text and use this knowledge as needed</p> <p><i>Level of comprehension:</i> Literal</p> <p><i>Estimated level of difficulty:</i> 2</p>	<p>1 = talk; answer questions; tell; explain</p> <p>0 = other (e.g. know, popular)</p>	<p>0, 1</p>
<p>Sample analysis of this item</p> <p><i>The item:</i> Why is Amir Kateeb a guest on the radio program? Complete the sentence: Amir Kateeb is on the radio program to ____ about ice cream.</p> <p><i>Item characteristics:</i> Open (sentence completion)</p> <p><i>Considerations when designing the item:</i> To assess the ability to understand the purpose of the interview.</p> <p><i>Following analysis of pupils' performance:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils who answered correctly have clearly understood the purpose of the interview indicating that they have some understanding that purpose is expressed using a verb. The fact that they are to complete a sentence and not answer a question enables them to use the sentence structure as a scaffold for the use of a verb. <input type="checkbox"/> Pupils who answered incorrectly either have not used the correct part of speech (popular), or have used a verb that is not related to the purpose (know). 		
<p>Item 2.2</p> <p><i>Benchmark:</i> Understand the main ideas and supporting details in a text and use this knowledge as needed</p> <p><i>Level of comprehension:</i> Literal</p> <p><i>Estimated level of difficulty:</i> 1</p>	<p>2 = vanilla</p> <p>0 = other (e.g. chocolate, mango)</p>	<p>0, 2</p>

Item Information	Answer Key	Scoring Range
<p>Sample analysis of this item</p> <p><i>The item:</i> What is the most popular flavor of ice cream?</p> <p><i>Item characteristics:</i> Open (question)</p> <p><i>Considerations when designing the item:</i> To assess the ability to identify an important detail.</p> <p><i>Following analysis of pupils' performance:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils who answered correctly have clearly identified the detail. <input type="checkbox"/> Pupils who answered incorrectly may either have depended on their own beliefs, or picked up on one of the other flavors that are mentioned in the interview. Some pupils may not have limited their answer to one flavor – thus indicating that either they have not understood the question (the MOST popular flavor) or were just writing all the flavors mentioned in the text and trying their luck. <input type="checkbox"/> If a pupil answer is anything other than an ice cream flavor, he or she has probably not understood the question. 		
<p>Item 2.3</p> <p><i>Benchmark:</i> Understand the <u>main ideas</u> and and supporting details in a text and use this knowledge as needed</p> <p><i>Level of comprehension:</i> Literal</p> <p><i>Estimated level of difficulty:</i> 2</p>	<p>2 = what you need to make ice cream</p> <p>0 = other</p>	<p>0, 2</p>

Item Information	Answer Key	Scoring Range
<p>Sample analysis of this item</p> <p><i>The item:</i> What does Elena want to know?</p> <p><i>Item characteristics:</i> Closed (multiple-choice)</p> <p><i>Considerations when designing the item:</i> To assess the ability to identify one of the main ideas presented as a question in the text.</p> <p><i>Following analysis of pupils' performance:</i></p> <p>what you need to make ice cream: Pupils who chose this option have correctly identified the main idea (the ingredients needed to make ice cream) that is encompassed in Elena's question and connected it with Elena.</p> <p>what makes ice cream soft: Pupils who chose this option may not have identified the main idea, or not have connected Elena with the main idea in the question.</p> <p>what is the most popular flavor of ice cream: Pupils who answered incorrectly may either have identified a different main idea, or not connected Elena with the main idea in the question.</p>		
<p>Item 2.4</p> <p><i>Benchmark:</i> Understand the main ideas and supporting details in a text and use this knowledge as needed</p> <p><i>Level of comprehension:</i> Literal</p> <p><i>Estimated level of difficulty:</i> 2</p>	<p>2 = air</p> <p>0 = other (milk and sugar and fruit; milk)</p>	<p>0, 2</p>

Item Information	Answer Key	Scoring Range
<p>Sample analysis of this item</p> <p><i>The item:</i> What makes ice cream soft?</p> <p><i>Item characteristics:</i> Open (question)</p> <p><i>Considerations when designing the item:</i> To assess the ability to identify an important detail that is part of the process of making ice cream and described in the text.</p> <p><i>Following analysis of pupils' performance:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils who answered correctly have clearly identified the detail which is a part of the process of making ice cream. <input type="checkbox"/> Pupils who answered incorrectly may either not have followed the process of making ice cream, or not realized that the question refers to a component of that process, or not identified the relevant component. 		
<p>Item 2.5</p> <p><i>Benchmark:</i> Understand the main ideas and supporting details in a text and use this knowledge as needed</p> <p><i>Level of comprehension:</i> Literal</p> <p><i>Estimated level of difficulty:</i> 2</p>	<p>2 = Ask Your Question</p> <p>0 = other</p>	<p>0, 2</p>

Item Information	Answer Key	Scoring Range
<p>Sample analysis of this item</p> <p><i>The item:</i> What is the name of the radio program?</p> <p><i>Item characteristics:</i> Closed (multiple-choice)</p> <p><i>Considerations when designing the item:</i> To assess the ability to identify a detail in the text.</p> <p><i>Following analysis of pupils' performance:</i></p> <p>Ask Your Question: Pupils who answered correctly have clearly identified the detail, i.e. the name of the radio program.</p> <p>Radio 6: Pupils who chose this option may have related to the name of the radio channel and not the name of the particular program.</p> <p>All About Ice Cream: Pupils who chose this option may have related to the topic discussed on the radio program. This may reflect a more general understanding of the text.</p>		
<p>Item 2.6</p> <p><i>Benchmark:</i> Understand the main ideas and supporting details in a text and use this knowledge as needed</p> <p><i>Level of comprehension:</i> Inference.</p> <p><i>Estimated level of difficulty:</i> 2</p>	<p>2 = on the website</p> <p>0 = other</p>	<p>0, 2</p>

Item Information	Answer Key	Scoring Range
<p>Sample analysis of this item</p> <p><i>The item:</i> After the program Amir Kateeb will answer questions on the ____.</p> <p><i>Item characteristics:</i> Closed (multiple-choice)</p> <p><i>Considerations when designing the item:</i> To assess the ability to make an inference that can be considered “low level” as the ‘jump’ from text to response is not great (inference requiring a ‘jump’ of some sort, where the audience ‘fills in’ the information not stated explicitly). What is stated in the text is “If you have more questions go to...” This item asks the pupil to infer an action that will be taken by Amir Kateeb, i.e. where he will be available to answer questions.</p> <p><i>Following analysis of pupils’ performance:</i></p> <p>website: Pupils who chose this option have correctly ‘followed the jump’ and were able to infer the future action to be taken by Amir Kateeb.</p> <p>radio: Pupils who chose this option may have simply continued on with the context and may not have made the inference, have not understood the text itself, or the question.</p> <p>telephone: Pupils who chose this option may have relied on their beliefs or prior knowledge, or not understood the text or the question.</p>		

Item Information	Answer Key	Scoring Range
<p>Item 2.7</p> <p><i>Benchmark:</i></p> <p>React to the content of something heard (Domain of Presentation)</p> <p><i>Estimated level of difficulty: 2-3</i></p>	<p>2 = Content is relevant and comprehensible; use of appropriate question word / phrase.</p> <p>1 = Content is relevant but not entirely clear; question word / phrase does not correspond to content.</p> <p>0 = Content is incomprehensible.</p> <p>Also answers such as:</p> <p>I don't know; nothing.</p> <p>No answer.</p> <p>One of the statements from item 3 is copied.</p>	<p>0, 1, 2</p>
<p>Sample analysis of this item</p> <p><i>The item:</i></p> <p>What do you want to know about ice cream? Write a question to ask Amir Kateeb.</p> <p><i>Item characteristics:</i></p> <p>Open</p> <p><i>Considerations when designing the item:</i></p> <p>To assess the ability to respond appropriately to a text.</p> <p><i>Following analysis of pupils' performance:</i></p> <p>Pupils who answered correctly have understood the text in terms of the questions already asked, have asked a new question based on their own world knowledge and interest in the topic.</p> <p>As the focus was on listening comprehension and the content of their questions, no points were deducted for grammatical errors. However the response by the pupil must clearly be a question, i.e. a response such as 'I like ice cream' would be considered wrong, whereas a response such as 'When you eat ice cream?' is acceptable.</p>		

Sample performances:

Sample Sentences of a Score of 2

- Can I make ice cream in my house?
- Who discover for ice cream?
- I want to know if most of the children like ice cream.
- How long does it take to make ice cream?
- When the first ice cream was sold?

Sample Sentences of a Score of 1

Who much flavor of ice cream we have?

- Justification for score: the question word (who) does not correspond to the content, and should be 'how many'.*

Who matz time I can do ice cream?

- Justification for score: the question word (who) does not correspond to the content, and should be 'how much'.*

How much calori in ice cream?

- Justification for score: the question words (how much) do not correspond to the content, and should be 'how many'.*

Sample Sentences of a Score of 0

How much you need for to make Ice cream?

- Justification for score: it is incomprehensible in terms of the purpose of the question – is the question asking what ingredients are necessary to make ice cream or how much of each ingredient is necessary, or how much time (how long) it takes to make ice cream.*

How match kain of ice cream?

- Justification for score: it is incomprehensible in terms of the purpose – is the question asking about the different kinds of ice cream or the amount of ice cream.*

Part 2

The second part of the test relates to both the domain of Access to Information from Written Texts (tasks 3, 4, and 6) and the domain of Presentation (Tasks 5 and 7). For each domain, the tasks are sequenced in order of difficulty. The domains have been staggered as it was found, from previous years of *Meizav* test administration, that if the two presentation tasks (writing) follow the three Access to Information tasks (reading comprehension) many pupils do not complete the writing tasks. By placing the first writing task after two tasks that involve reading, it has been found that more pupils produce a written product.

Task 3

Discourse features (text description)

Text type: Interview.

Topic: School trip.

Linguistic aspects of text: high frequency vocabulary; basic sentence structure; tenses: present simple, present progressive, future simple and imperative.

Length of text: approximately 100 words.

Analysis of the text:

This text deals with a school trip which is part of the school experience. The considerations in designing this text were as follows:

- (a) the text type of an interview in the context of a school newspaper is familiar to pupils.
- (b) the interview is characterized by turn-taking as the interlocutors (speakers) respond to each other and is presented in a question-answer format. Responses relate directly to the question, but also include some kind of elaboration on the topic.
- (c) language depends on the context and the topic. Thus, questions are presented in both the past and present simple tense and responses make use of both these tenses.
- (d) efforts were made to make the text “look like” a school newspaper and thus enhance authenticity.

Item description

Number of test items: 6

Item types: Multiple-choice: 1 item; 4 options.

Open: 2 items.

Open (sentence completion): 1 item.

Open (table completion); 2 items.

Total points for task: 18

Administration

Encourage pupils to read the instructions (instructions appear in English and Hebrew/Arabic), to familiarize themselves with the extra-textual features of the text prior to reading the test items and to check their answers.

Item Information	Answer Key	Scoring Range
<p>Item 3.1</p> <p><i>Benchmark:</i> Understand the main ideas and supporting details in a text and use this knowledge as needed</p> <p><i>Level of comprehension:</i> Literal</p> <p><i>Estimated level of difficulty:</i> 2</p>	<p>4 = He loved going on (long walks; He loved listening to (the) stories (that the guides told (him / them))</p> <p>2 = stories; walks</p> <p>0 = other (e.g. I love going on long walks; school trips; loved)</p>	<p>0, 2, 4</p>
<p>Sample analysis of this item</p> <p><i>The item:</i> What did Amit enjoy doing on school trips when he was young?</p> <p><i>Item characteristics:</i> Open (question)</p> <p><i>Considerations when designing the item:</i> To assess the ability to identify a supporting detail related to a main idea within the text.</p> <p><i>Following analysis of pupils' performance:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils who answered correctly have selected the supporting detail and have also been able to transform the sentence from first person in the text in first person to third person in the question item. <input type="checkbox"/> Pupils writing a single word (e.g. loved), may indicate that either they have not understood the question, or incorrectly interpreted the instruction “give ONE answer” as requiring a one-word answer. <input type="checkbox"/> The answer “loved” may indicate that the pupil has perhaps gone back to the text, found the words (from the question) “school trips” and copied what came before. <input type="checkbox"/> The answer “I love going” may indicate a general understanding of what is required as well as the answer to the question, however the pupil has not taken it one step further to describe Amit’s reason for enjoying school trips. 		
<p>Item 3.2</p> <p><i>Benchmark:</i> Understand the main ideas and supporting details in a text and use this knowledge as needed</p> <p><i>Level of comprehension:</i> Literal</p> <p><i>Estimated level of difficulty:</i> 1</p>	<p>4 = they are (lots of) fun / full of surprises</p> <p>2 = (of)fun / (of) surprises</p> <p>0 = other (e.g. He lots of fun and full of surprises.)</p>	<p>0, 2, 4</p>

Item Information	Answer Key	Scoring Range
<p>Sample analysis of this item</p> <p><i>The item:</i> Amit likes working with teenagers because ____.</p> <p><i>Item characteristics:</i> Open (sentence completion)</p> <p><i>Considerations when designing the item:</i> To assess the ability to identify a cause-result relationship. Pupils are asked to find the cause.</p> <p><i>Following analysis of pupils' performance:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils who answered correctly have successfully identified the cause-result relationship. <input type="checkbox"/> The answer “He lots of fun and full of surprises” may indicate a general understanding of what is required, however the pupil has not explained that it is the teenagers who are fun and not Amit. 		
<p>Items 3.3.a-b</p> <p><i>Benchmark:</i> Understand the main ideas and supporting details in a text and use this knowledge as needed</p> <p><i>Level of comprehension:</i> Literal</p> <p><i>Estimated level of difficulty:</i> 2</p>	<p>3.3.a</p> <p><i>Answer:</i> 2 = the pupils 0 = other (e.g. teachers)</p> <p>3.3.b</p> <p><i>Answer:</i> 2 = what they (the pupils) learn in history or geography 0 = other (e.g. what they like)</p>	<p>3.3.a - 0, 2 3.3.b - 0, 2</p>

Item Information	Answer Key	Scoring Range
<p>Sample analysis of this item</p> <p><i>The item:</i> Who does Amit talk to when he plans a trip and what does he want to know about the pupils? Complete the table. Two answers are done for you.</p> <p><i>Item characteristics:</i> Open (table completion)</p> <p><i>Considerations when designing the item:</i> To assess the ability to identify the relationship between the speaker and what he or she said.</p> <p><i>Following analysis of pupils' performance:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> To answer this item, pupils need to be able to: (a) understand the table and the relevant content in each cell; (b) select the relevant information directly from the text or paraphrase the relevant information. <input type="checkbox"/> Pupils who answered incorrectly may not have understood how to fill in the table (point a) rather than not have understood the text (point b). 		
<p>Item 3.4</p> <p><i>Benchmark:</i> Draw inferences in order to identify the points of view in a text, distinguishing fact from opinion</p> <p><i>Level of comprehension:</i> Inference</p> <p><i>Estimated level of difficulty:</i> 2</p>	<p>3 = (He thinks) (it's the) best job (in the world) / (He thinks) (it's) fun</p> <p>1 = "I have the best job in the world."</p> <p>0 = other (e.g. Amit think of his job as a tour guide in the world.)</p>	<p>0, 3</p>

Item Information	Answer Key	Scoring Range
<p>Sample analysis of this item</p> <p><i>The item:</i> What does Amit think of his job as a tour guide?</p> <p><i>Item characteristics:</i></p> <p>Open (question)</p> <p><i>Considerations when designing the item:</i> To assess the ability to make an inference from information in the text. Amit is asked the question “What is your favorite place?” – he wasn’t asked why he likes his job or what he thinks of his job. In Amit’s response to Ron’s question he does not answer directly about his favorite place as there are so many. However he does say that he has “the best job in the world”. Pupils must understand that “best” infers something positive, and thus he has a positive view of his job.</p> <p><i>Following analysis of pupils’ performance:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils who answered correctly have successfully made the inference regarding what Amit thinks of his job. <input type="checkbox"/> The answer “Amit think of his job as a tour guide in the world” may indicate that the pupil has copied the question stem (this may be what the pupil has been taught to do in order to give a full answer) and added on in some manner, but has not provided a complete answer to the question. <input type="checkbox"/> Pupils who answered incorrectly may either not have understood the question or may not have been able to make the inference. 		
<p>Item 3.5</p> <p><i>Benchmark:</i> Identify different text types and use this knowledge as needed</p> <p><i>Level of comprehension:</i> Integration</p> <p><i>Estimated level of difficulty:</i> 2</p>	<p>3 = a newspaper 0 = other</p>	<p>0, 3</p>

Item Information	Answer Key	Scoring Range
<p>Sample analysis of this item</p> <p><i>The item:</i> The interview with Amit was in ____.</p> <p><i>Item characteristics:</i> Closed (multiple-choice)</p> <p><i>Considerations when designing the item:</i> To assess the ability to identify text type (a newspaper) based on extra-textual features and headline.</p> <p><i>Following analysis of pupils' performance:</i></p> <ul style="list-style-type: none"> a newspaper: Pupils who answered correctly have clearly identified the text type. a guidebook: Pupils who answered incorrectly and chose this distractor related to the overall topic of the text. a teen magazine: Pupils who chose this distractor may have been confused between a newspaper and a magazine and did not read the headline. an ad for a tour: Pupils who chose this distractor may have also confused text types and / or related to the general topic of the text. 		

Task 4

Discourse features (text description)

Text type: News report and book of records.

Topic: A shoe for an elephant.

Linguistic aspects of text: high frequency vocabulary, basic sentence structure, use of imperative form.

Length of texts: Text 1 – approximately 130 words.

Text 2 – approximately 50 words.

Analysis of the text:

This task includes two texts that relate to the same topic but are different text types. The 'News Report' follows a narrative structure and the 'Book of Records' is an informative text. One of the main purposes of using two texts was to assess the pupils' ability to integrate information from two related texts.

The topic of both texts is a 'shoe for an elephant'. This topic may not necessarily be familiar to all pupils, however animals usually are a topic of interest for most. The fact that an elephant needs a shoe is a 'twist' on the usual expectations and was chosen to arouse the curiosity of the reader.

The considerations in designing this text were as follows:

- (a) pupils are familiar with the structure and purpose of narratives and informative texts.
- (b) as a 'News Report', the first text describes the setting (place and characters), sequence of events (the problem and its resolution). The text is also characterized by the use of the past simple tense and extensive use of pronouns which requires the understanding of referencing.
- (c) as an informative text, the 'Book of Records', reports the facts related to the shoe itself and thus makes use of mainly the past simple tense.
- (d) efforts were made to make the texts look as authentic as possible, considering the limitations of color, space and graphics.

Item description

Number of test items:

Item types: Multiple-choice: 1 item, 4 options.

Open: 2 items.

Open (sentence completion): 1 item.

Open (table completion): 3 items.

Total points for task: 20

Administration

Encourage pupils to read the instructions (instructions appear in English and Hebrew/Arabic), to familiarize themselves with the extra-textual features of the text prior to reading the test items and to check their answers after completing the task.

Item Information	Answer Key	Scoring Range
<p>Item 4.1</p> <p><i>Benchmark:</i> Understand the main ideas and supporting details in a text and use this knowledge as needed</p> <p><i>Level of comprehension:</i> Literal</p> <p><i>Estimated level of difficulty:</i> 3</p>	<p>4 = She/The elephant/Gilda had a sore (on her foot / leg). She needed to protect her foot / leg / sore.</p> <p>2 = a sore; protect; Gilda / The elephant / She need a shoe because she not can to go.</p> <p>0 = other (e.g. to protect her)</p>	<p>0, 2, 4</p>
<p>Sample analysis of this item</p> <p><i>The item:</i> Why did Gilda need a shoe?</p> <p><i>Item characteristics:</i> Open (question)</p> <p><i>Considerations when designing the item:</i> To assess the ability to identify the relationship of cause-result. Pupils are asked to identify the reason the elephant needed the shoe.</p> <p><i>Following analysis of pupils' performance:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils who answered correctly have clearly identified the cause-result relationship. <input type="checkbox"/> Pupils who received a partial score have shown a general understanding of what is required, however their answers may not have been specific enough. For example, the answer “Gilda need a shoe because she not can to go” indicates an understanding of the reason for Gilda needing a shoe; however the lexical and grammatical mistakes here detract from the precise answer even though the answer provides an indication of a very general understanding. <input type="checkbox"/> Pupils who answered incorrectly with an answer such as “to protect her” may have had some understanding of the text; however this answer is too general and therefore unacceptable. 		
<p>Item 4.2</p> <p><i>Benchmark:</i> Understand the main ideas and supporting details in a text and use this knowledge as needed</p> <p><i>Level of comprehension:</i> Literal</p> <p><i>Estimated level of difficulty:</i> 2</p>	<p>3 = He makes shoes.</p> <p>0 = other</p>	<p>0, 3</p>

Item Information	Answer Key	Scoring Range
<p>Sample analysis of this item</p> <p><i>The item:</i></p> <p>What do we know about Mr. Smith?</p> <p><i>Item characteristics:</i></p> <p>Closed (multiple-choice)</p> <p><i>Considerations when designing the item:</i></p> <p>To assess the ability to identify a supporting detail that is necessary in order to follow the sequence of events.</p> <p>Following analysis of pupils' performance:</p> <p>He makes shoes.: Pupils who answered correctly have clearly identified the supporting detail and its role in “telling the story”. They have also understood the lexical issue that a shoemaker makes shoes.</p> <p>He works at the zoo.: Pupils who answered incorrectly and chose this distractor may have related to the setting of the incident.</p> <p>He is a doctor.: Pupils who chose this distractor may have misunderstood the sentence structure: “the doctor called Mr. Smith” as the “the doctor is called Mr. Smith”.</p> <p>He doesn't feel well.: Pupils who chose this distractor may have related to the issue of a doctor who is consulted when one doesn't feel well.</p>		
<p>Item 4.3</p> <p><i>Benchmark:</i></p> <p>Understand the main ideas and supporting details in a text and use this knowledge as needed</p> <p><i>Level of comprehension:</i> Literal</p> <p><i>Estimated level of difficulty:</i> 3</p>	<p>4 = He (the shoemaker / Mr. Smith) had never heard of shoes for elephants; Because he needed to make a shoe for an elephant</p> <p>2 = Gilda / elephant needs a shoe</p> <p>0 = other (e.g. for an elephant; because the doctor asked him to make a shoe)</p>	<p>0, 2, 4</p>

Item Information	Answer Key	Scoring Range
<p>Sample analysis of this item</p> <p><i>The item:</i> Why was the shoemaker surprised when the doctor called?</p> <p><i>Item characteristics:</i> Open (question)</p> <p><i>Considerations when designing the item:</i> To assess the ability to identify the relationship of cause-result. Pupils are asked to identify the reason the shoemaker was surprised.</p> <p><i>Following analysis of pupils' performance:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils who answered correctly have identified the cause-result relationship. <input type="checkbox"/> Pupils who gave a partial answer may have a general understanding but have not been able to clearly identify the cause-result relationship. <input type="checkbox"/> Pupils who answered incorrectly may not have understood the question or they could not identify the reason. Answers such as “for an elephant”, or “because if Gilda walked on the dirt” are difficult to analyze as it is not really clear how pupils may have arrived at these answers. The examples reflect types of responses that could have been copied directly from the text. 		
<p>Item 4.4</p> <p><i>Benchmark:</i> Understand the main ideas and supporting details in a text and use this knowledge as needed</p> <p><i>Level of comprehension:</i> Integration</p> <p><i>Estimated level of difficulty:</i> 3</p>	<p>3 = a shoe for an elephant; the biggest shoe in the world</p> <p>2 = shoe(s); elephants</p> <p>0 = other (e.g. Gilda; the elephant; Book of Records; information)</p>	<p>0, 2, 3</p>

Item Information	Answer Key	Scoring Range
<p>Sample analysis of this item</p> <p><i>The item:</i> Complete the sentence. Both texts are about ____.</p> <p><i>Item characteristics:</i> Open (sentence completion)</p> <p><i>Considerations when designing the item:</i> To assess the ability to integrate information from two texts and identify the common topic.</p> <p>Following analysis of pupils' performance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils who answered correctly have integrated the information from both texts and identified the common topic. <input type="checkbox"/> Pupils gave a partial answer may have related to a very general aspect of the two texts (e.g. 'shoes' or 'elephants') but have found the topic common to both texts. <input type="checkbox"/> Pupils who answered incorrectly may not have understood the question or have related to the topic of only one of the two texts. 		
<p>Items 4.5</p> <p><i>Benchmark:</i> Extract relevant information for a specific purpose from different sources</p> <p><i>Level of comprehension:</i> Literal</p> <p><i>Estimated level of difficulty:</i> 1</p>	<p>a. ✓ (In the News Report and ✓ (In the Book of Records)</p> <p>b. ✓ (In the News Report)</p> <p>c. ✓ (In the Book of Records)</p>	<p>Total range: 0-3</p> <p>a – 0, 1</p> <p>b – 0, 1</p> <p>c – 0, 1</p>

Item Information	Answer Key	Scoring Range
<p>Sample analysis of this item</p> <p><i>The item:</i></p> <p>In which text, or texts, can you find this information?</p> <p><i>Item characteristics:</i></p> <p>Closed (table completion with tick / no tick)</p> <p><i>Considerations when designing the item:</i></p> <p>To assess the ability to locate specific information in a text or texts.</p> <p><i>Following analysis of pupils' performance:</i></p> <p>The interpretation of pupil performance on this task is limited – the pupils either located the information in the appropriate text(s) or did not.</p>		

Task 5

Discourse features (text description)

Text type: Narrative.

Topic: School trip.

Linguistic aspects of text: high frequency vocabulary.

Length of text: 50- 70 words.

Item description

Number of test items: 1

Item type: Open (paragraph).

Total points for task: 10

Administration

Encourage pupils to read the instructions (instructions appear in English and Hebrew/Arabic) and to write clearly.

The rubric included in this task focuses more on communicative ability than accuracy and thus allows for a certain level of tolerance for errors in accuracy. However, pupils should be encouraged to check their grammar, spelling, punctuation and capitalization.

Item Information and Answer & Scoring Key
Item 5 <i>Benchmark:</i> <input type="checkbox"/> Express ideas and opinions about general topics and experiences using main and supporting ideas <i>Estimated level of difficulty:</i> 2

Rubric

Task Item #	Item Type	Answer Key	Scoring Range
5_CA Communicative Ability	OP	See instructions below	0-6
5_AC Accuracy	OP	See instructions below	0-4

Evaluate the task according to the scale below, which describes writing performance at different levels: 6, 4 and 2 for *Communicative Ability* and 4, 2, and 1 for *Accuracy*. The intermediate levels (5 and 3) are for levels of writing that fall between the detailed descriptions. The pupils should receive one grade for *Communicative Ability* and one grade for *Accuracy* for the entire task.

Communicative Ability		Accuracy	
<ul style="list-style-type: none"> • The information is relevant to the topic • The message is clear. • The text is organized • Vocabulary is varied and appropriate 	6	<ul style="list-style-type: none"> • Correct simple sentence structure (subject, verb and correct word order) ; Occasional errors in compound or more complex sentences if attempted • Mostly correct subject-verb agreement, tense, pronouns, articles, and prepositions • Mostly correct spelling, punctuation, and capitalization 	4
	5		3
<ul style="list-style-type: none"> • Most information is relevant to the topic • The message is mostly clear • The text is mostly organized • Vocabulary is adequate and is generally appropriate 	4	<ul style="list-style-type: none"> • Inconsistent use of simple sentence structure (subject, verb and correct word order); Errors in compound or complex sentences if attempted • Some errors of subject-verb agreement, tense, pronouns, articles, and prepositions • Some errors in spelling, punctuation, and capitalization 	2
	3		
<ul style="list-style-type: none"> • Information is limited and / or mostly irrelevant to the topic • Message is difficult to follow • Vocabulary is limited • Less than 25 words. 	2	<ul style="list-style-type: none"> • Incorrect sentence structure • Many errors of subject-verb agreement, tense, pronouns, articles, and prepositions <p>OR</p> <ul style="list-style-type: none"> • Not enough language to assess accuracy 	1
<p>Only copies instructions.</p> <p>Writes set(s) of isolated word/s.</p> <p>Does not write in English.</p>			0

Sample Pupil Performances with Analysis

<p><i>Pupil Performance</i></p> <p>the kids' got on a bos.</p> <p>They going to the trip is galil.</p>
<p><i>Communicative ability: 1</i></p> <p>The information is limited.</p> <p>Less than 25 words.</p> <p><i>Accuracy: 1</i></p> <p>Not enough language to assess accuracy.</p> <p><i>Insights from performance:</i></p> <p>This level of writing is not what is expected from pupils in the eighth grade. Therefore it is recommended that the teacher encourage such pupils to write using very structured tasks.</p>

<p><i>Pupil Performance</i></p> <p>the class is travald in the galill. They drove on the bus on the school. They climbed on the motined, and the evening they made a campe and ate the diener sudenley drove the home because the wither.</p>
<p><i>Communicative ability: 3</i></p> <p>All information is relevant to the topic, the message can be understood however the organization is limited which leads to limited clarity.</p> <p><i>Accuracy: 2</i></p> <p>There are three main criteria at this level according to the rubric – sentence structure (simple structure / compound and complex structure), subject-verb agreement, and spelling/punctuation/capitalization. On close inspection the pupil has used mostly correct sentence structure and correct subject-verb agreement. Thus he or she mainly has errors in spelling/punctuation/capitalization.</p> <p><i>Insights from performance:</i></p> <p>The pupil has a basic understanding of language on the sentence level, however has not demonstrated an understanding of an integrative text, which requires organization.</p> <p>The multiple mistakes in spelling/punctuation/capitalization create the impression that a lower score should have been given for accuracy. However as spelling/punctuation/capitalization is considered one criteria out of three, the performance was rated with a score of 2 rather than 1.</p>

Pupil Performance

Me and my class got on the bus and drove to the Galilee.

We hiked on a mountain and than it started raining.

then we sat down and had lunch and than the rain stoped.

We had a lot of fun but after the trip all of us got sick and did not go to school.

Communicative ability: 5

All information is relevant to the topic, the message is clear and there is a central theme to the text/story. There is a narrative structure which also includes a cause and effect relationship.

Accuracy: 3

Correct sentence structure and subject-verb agreement, correct tense. Mostly correct spelling/punctuation/capitalization.

Insights from performance:

The text provides evidence that the pupil has an understanding of narrative text structure. The sequence of events is clearly stated. It would appear that the pupil has a clear idea as to the requirements of punctuation and capitalization – these appear in three out of the four sentences. The cause and effect relationship is interesting and shows an understanding of integrating events. Note that the spelling mistake “than” is not consistent – the word is sometimes spelt correctly.

Pupil Performance

At Sunday, May 18th we went to a trip at the Galil. We all had to be at school in 6.AM.

So we could be in the Galili in time. At 8 AM we were already doing hiking with our teacher. that was really sad because her shosh got derty. Later we were having a exelent meal in the woods. Sadenly a rain started. We all started to go back to the bus and left our meals in the forest.

Communicative ability: 6

The information is not only relevant but also detailed. The text is clear and organized, and the pupil has used varied vocabulary.

Accuracy: 4

Sentence structure is correct and the pupil has used complex sentences relatively successfully.

Insights from performance:

The pupil clearly understands the structure of a narrative text and has given the reader a sense of time by using cohesive devices (connectors and markers of time) and the use of tenses (e.g. past progressive for setting).

The highest grade of 6 in communicative ability reflects the fact that the pupil has created a cohesive text and has also provided interesting details, such as justifying the reason for leaving school early. Furthermore the pupil has demonstrated a sense of humor in writing “left our meals in the forest”, and a sense of empathy towards the teacher (in mentioning that “it was really sad” that her shoes got dirty). Even though it would appear that the grade on accuracy should be lower, it is recommended to look beyond the errors in spelling. The student has written complex sentences, using mostly correct tenses (e.g. past progressive), prepositions and cohesive devices (connectors and markers of time).

Pupil Performance

The 8th grade class at city junior High school went on a trip to the Galilee. They drove in a bus, and later they went in a grop. In 3 aclock they eat lunch together. sudenly started rain and everybody get run and have fun.

At 7oclock they get home and go to eat dinner, and go to sleep.

Communicative ability: 3

Though the information is relevant, there is a problem with organization.

Accuracy: 2

Inconsistent sentence structure with errors in tense and spelling.

Insights from performance:

Overall this text suggests that the pupil has not yet developed an understanding of a text and is functioning on a level of the individual sentence. Although each individual sentence may make sense in itself, the sentences appear to be strung together and thus the pupil has not created an integrative text. The message is not completely clear as there is no real text structure or a feeling of an integrative text. Furthermore, there is a childish sense of a daily schedule (“get home...eat dinner...sleep”) which may reflect chunks of language that have been internalized. The use of irregular verbs in past tense “eat”, “get run” – but “went” and “drove” may reflect that some irregular verbs have been internalized and some haven’t. Note that the first sentence is copied from the instructions.

Pupil Performance

In Sunday morning I and my class went to a trip in Galil

At the beginning we ate our breakfast, then we went to hike, there was raining and we didn’t have umbrella to nobody, but it was fun.

In the end of the trip, it was late and were very tired.

The trip was tiring and exhausting but in the end it felt fantastic.

Communicative ability: 4

The information is relevant though the text is not completely clear or organized.

Accuracy: 4

Sentence structure is correct and the pupil has used complex sentences relatively successfully.

Insights from performance:

The level of accuracy in this text is high – there is a clear sense of sentence structure which includes complex sentences, use of tenses and adjectives. Most of the errors in this text are in the complex sentence structure which pupils are not expected to have mastered at this level. This pupil appears to have good control of grammatical structures but needs to pay more attention to building an integrative text (which involves organization and clarity). Each sentence appears on a separate line which also reflects a lack of understanding of an integrative text, i.e. paragraph structure.

Task 6

Discourse features (text description)

Text type: Magazine article.

Topic: Cleaning up our beaches.

Linguistic aspects of text: high frequency vocabulary; simple and compound sentences; direct speech; tenses: present simple, present progressive, future simple.

Length of text: Approximately 300 words.

Analysis of the text:

This is a feature article (expository text) that could appear in a magazine. Often, expository texts present factual information without the explicit expression of opinion. However in this text, the writer is not only reporting facts but is himself personally involved. The topic may appear to be simple, i.e. the beach, however it actually deals with an environmental issue: keeping the beaches clean. It also contains the message that everyone can do their part in keeping the beaches clean. This message is contained in the opinion expressed by the writer; therefore pupils need to be able to distinguish between fact and opinion.

The considerations in designing this text were as follows:

- (a) pupils are familiar with the structure and purpose of an expository text.
- (b) each paragraph presents a main idea that is supported by several examples. The extended use of examples supports the identification of the main ideas.
- (c) the text is primarily in the past tense, there is some use of cohesive devices (connectors) which require the understanding of the relationship between ideas and propositions. There is an extensive use of compound and complex sentences.
- (d) efforts were made to make the texts look as authentic as possible, considering the limitations of color, space and graphics.

Item description

Number of test items: 7

Item type: Multiple-choice: 3 items, 4 options.

Open: 3 items.

Open (sentence completion): 1 item.

Total points for task: 22

Administration

Encourage pupils to read the instructions (instructions appear in English and Hebrew/Arabic), to familiarize themselves with the extra-textual features of the text prior to reading the test items and to check their answers after completing the task.

Item Information	Answer Key	Scoring Range
Item 6.1 <i>Benchmark:</i> Understand the main ideas and supporting details in a text and use this knowledge as needed <i>Level of comprehension:</i> Integration <i>Estimated level of difficulty:</i> 2	3 = trash on the beach 0 = other	0, 3
Sample analysis of this item <i>The question:</i> What problem does the writer write about? <i>Item characteristics:</i> Closed (multiple-choice) <i>Considerations when designing the item:</i> To assess the ability to identify the topic of the text and its connection to the problem. This is central to the text and pupils need to be able to distinguish it from the various supporting details and information mentioned in the text. <i>Following analysis of pupils' performance:</i> the trash on the beach: Pupils who answered correctly have clearly identified the topic which is stated in the first paragraph. cleaning up the school: Pupils who answered incorrectly and chose this distractor may have related to the fact that the writer had spoken to his friends at school and also to other kids at school (in the last paragraph). working in hot weather: Pupils who chose this distractor may have picked out a supporting detail from the text without considering its marginality. dangers in the sea: Pupils who chose this distractor may have picked out a supporting detail from the text without considering its marginality.		

Item Information	Answer Key	Scoring Range
<p>Item 6.2</p> <p><i>Benchmarks:</i></p> <p>Understand the main ideas and supporting details in a text and use this knowledge as needed</p> <p>Understand the structure and conventions of different text types and use this knowledge as needed</p> <p><i>Level of comprehension:</i> Integration</p> <p><i>Estimated level of difficulty:</i> 3</p>	<p>3 = Mark Halloway; the writer (and his friends); the boy and his friends</p> <p>0 = other (e.g. kids; instead of complaining)</p>	<p>0, 3</p>

Item Information	Answer Key	Scoring Range
<p>Sample analysis of this item</p> <p><i>The question:</i> Who started the Beach Kids?</p> <p><i>Item characteristics:</i> Open (question)</p> <p><i>Considerations when designing the item:</i> To assess the ability to integrate information both from external text features and text content. In order to identify those who started the Beach Kids, one needs to understand that the writer of the article is describing his personal experience as the initiator of the group.</p> <p>In addition, this question also provides an indication of the pupil's ability to use the features of different text types, in this particular case, the by-line of an article to identify the writer. Pupils familiar with the function of a by-line should be able to identify the writer of the article. Furthermore, the text itself is written in first person, thus providing an additional indication of the writer's identity.</p> <p><i>Following analysis of pupils' performance:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> This item would have been expected to be relatively easy. However, the results of the test pilot and the subsequent item analysis have shown that the level of difficulty was much higher than expected. From this it was concluded that many pupils do not use text features when answering questions of this nature but rather rely primarily on the text itself. This may explain why pupils may still have found it difficult to connect between the identity of the writer and the fact that he is writing about his own personal experiences. <input type="checkbox"/> An incorrect answer such as "instead of complaining" may indicate a lack of understanding of the question word "who" and the answer relating to the reason rather than the agent. 		
<p>Item 6.3</p> <p><i>Benchmark:</i> Understand the main ideas and supporting details in a text and use this knowledge as needed</p> <p><i>Level of comprehension:</i> Literal</p> <p><i>Estimated level of difficulty:</i> 2</p>	<p>4 = clean (up the beach); collect [trash / garbage / rubbish]</p> <p>2 = clean; collect</p> <p>0 = other (e.g. walk along the beach; every summer; clean up the sea)</p>	<p>0, 2, 4</p>

Item Information	Answer Key	Scoring Range
<p>Sample analysis of this item</p> <p><i>The question:</i> The Beach Kids meet every Friday morning to ____.</p> <p><i>Item characteristics:</i> Open (sentence completion)</p> <p><i>Considerations when designing the item:</i> To assess the ability to identify the purpose of the group's meeting at the beach on a regular basis.</p> <p><i>Following analysis of pupils' performance:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils who answered correctly have identified the purpose for the Beach Kids' regular meetings. <input type="checkbox"/> Pupils who answered incorrectly may not have understood what is expected of them, especially as it is a sentence completion. One level of an incorrect answer may reflect a lack of understanding or attention to the preposition "to" which in the question item marks purpose. <input type="checkbox"/> An example of an incorrect answer on a lexical level such as "clean up the sea" exemplifies where an incorrect word changes the meaning of the answer (e.g. the word "sea" versus the word "beach"), thus making the answer unacceptable. 		
<p>Item 6.4</p> <p><i>Benchmark:</i> Understand the main ideas and supporting details in a text and use this knowledge as needed</p> <p><i>Level of comprehension:</i> Literal</p> <p><i>Estimated level of difficulty:</i> 3</p>	<p>2 = jump into the water; went for a swim; swim; have fun</p> <p>1 = fun</p> <p>0 = other (e.g. It felt good to have fun after all that hard work; clean it)</p>	<p>0, 1, 2</p>

Item Information	Answer Key	Scoring Range
<p>Sample analysis of this item</p> <p><i>The question:</i> What was the last thing the Beach Kids did at the beach?</p> <p><i>Item characteristics:</i> Open (question)</p> <p><i>Considerations when designing the item:</i> To assess the ability to follow the sequence of events and identify the final event.</p> <p><i>Following analysis of pupils' performance:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils who answered correctly have identified the final event of the sequence. <input type="checkbox"/> Incorrect answers such as, “clean it”, or “they plan to collect the trash again but we hope that other teenagers will join us,” may indicate a lack of understanding of the sequence. <input type="checkbox"/> The answer “we jumped into the sea and went for a swim...” is correct in principle, however the pupil has not changed the first person into third person and therefore the answer is considered incorrect. 		
<p>Item 6.5</p> <p><i>Benchmark:</i> Understand the main ideas and supporting details in a text and use this knowledge as needed</p> <p><i>Level of comprehension:</i> Inference</p> <p><i>Estimated level of difficulty:</i> 3</p>	<p>4 = filled more than 40 bags of [trash / garbage / rubbish]; worked for over 30 hours; cleaning up wasn't easy; bags were heavy;</p> <p>2 = hard work; collected [trash / garbage / rubbish]; cleaning up</p> <p>0 = other (e.g. We met to clean up the beach.)</p>	<p>0, 2, 4</p>

Item Information	Answer Key	Scoring Range
<p>Sample analysis of this item</p> <p><i>The question:</i></p> <p>How do you know that there was a lot of trash on the beach?</p> <p><i>Item characteristics:</i></p> <p>Open (question)</p> <p><i>Considerations when designing the item:</i></p> <p>To assess the ability to make a low level inference. It is not specifically stated in the text that there is a lot of trash, but rather there is mention of: (a) the Beach Kids filling ‘40 bags’ with trash and (b) that the work ‘wasn’t easy’ which can only be the case if there is a lot to clean up and (c) they worked for three hours. All of these examples support the assumption (inference) that there was a lot of trash.</p> <p><i>Following analysis of pupils’ performance:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils who answered correctly have made the inference. <input type="checkbox"/> Pupils who answered incorrectly may not have been able to infer from the text. <p>Some errors may indicate that the pupils have related to the idea in a general way, for example the answer “hard work”, rather than giving an example of what was really involved.</p>		
<p>Item 6.6</p> <p><i>Benchmark:</i></p> <p>Understand the main ideas and supporting details in a text and use this knowledge as needed</p> <p><i>Level of comprehension:</i> Literal</p> <p><i>Estimated level of difficulty:</i> 3</p>	<p>3 = when people keep the beach clean</p> <p>0 = other</p>	<p>0, 3</p>

Item Information	Answer Key	Scoring Range
<p>Sample analysis of this item</p> <p><i>The question:</i> When will the writer be able to have a good time at the beach?</p> <p><i>Item characteristics:</i> Closed (multiple-choice)</p> <p><i>Considerations when designing the item:</i> This task was designed to tap the pupils' ability to identify a supporting detail.</p> <p><i>Following analysis of pupils' performance:</i></p> <p>when people keep the beach clean: Pupils who answered correctly identified the supporting detail, paying attention to the time frame through the connector "when".</p> <p>when the summer vacation is over: Pupils who answered incorrectly and chose this distractor may have related to the words "next summer" and picked up on their own world knowledge, experience and / or personal assumptions.</p> <p>when other teenagers help clean up: Pupils who chose this distractor seem to have been relating to only one specific aspect and haven't made the generalization that keeping the beach clean is not restricted to teenagers only.</p> <p>when his friends do the work for him: Pupils who chose this distractor appear to have a general misunderstanding of the text and the writer's intentions.</p>		
<p>Item 6.7</p> <p><i>Benchmark:</i> Understand the main ideas and supporting details in a text and use this knowledge as needed</p> <p><i>Level of comprehension:</i> Inference</p> <p><i>Estimated level of difficulty:</i> 3</p>	<p>3 = Teens Who Care</p> <p>0 = other</p>	<p>0, 3</p>

Item Information	Answer Key	Scoring Range
<p>Sample analysis of this item</p> <p><i>The question:</i> Another name for the article could be ___?</p> <p><i>Item characteristics:</i> Closed (multiple-choice)</p> <p><i>Considerations when designing the item:</i> To assess the ability to infer the main idea of a text.</p> <p><i>Following analysis of pupils' performance:</i></p> <p>Teens Who Care: Pupils who answered correctly have clearly inferred the main idea and understand that the main idea is often reflected in the title.</p> <p>Our Summer Vacation: Pupils who answered incorrectly related to the setting of the article.</p> <p>Fun at the Beach: Pupils who answered incorrectly may have related to their prior knowledge that it is fun to go to the beach and the word 'beach' appears in the title.</p> <p>Teens Win a Prize: Pupils who answered incorrectly may have related to a specific detail (a prize from the Mayor) and made a generalization that if they received a prize it reflects the main idea of the text.</p>		

Task 7

Discourse features (text description)

Text type: Composition.

Topic: A favorite place.

Linguistic aspects of text: high frequency vocabulary, word order, use of tenses, concepts of print.

Length of text: 80 - 100 words

Item description

Number of test items: 1

Item type: Open.

Total points for task: 10

Administration

Encourage pupils to read the instructions (instructions appear in English and Hebrew/Arabic).

Encourage pupils to write clearly. The rubric included in this test focuses on both on communicative ability and linguistic accuracy. Pupils should be encouraged to check their grammar, spelling, punctuation and capitalization.

Item Information and Answer & Scoring Key
<p><i>Benchmark:</i></p> <p>Express ideas and opinions about general topics and experiences using main and supporting ideas</p> <p><i>Estimated level of difficulty: 3</i></p>

Rubric

Task Item #	Item Type	Answer Key	Scoring Range
7_CA Communicative Ability	OP	See instructions below	0-5
7_AC Accuracy	OP	See instructions below	0-5
<p>Evaluate the task according to the scale below, which describes writing performance at three levels: 5, 3 and 1 for both <i>Communicative Ability</i> and <i>Accuracy</i>. The intermediate levels are for levels of writing that fall between the detailed descriptions. The pupils should receive one grade for <i>Communicative Ability</i> and one grade for <i>Accuracy</i> for the entire task.</p>			
Communicative Ability		Accuracy	
<ul style="list-style-type: none"> The information is relevant to the topic The message is clear. The text is organized Vocabulary is varied and appropriate 	5	<ul style="list-style-type: none"> Correct simple sentence structure (subject, verb and correct word order) ; Occasional errors in compound or more complex sentences if attempted Mostly correct subject-verb agreement, tense, pronouns, articles, and prepositions Mostly correct spelling, punctuation, and capitalization 	5
	4		4
<ul style="list-style-type: none"> Most information is relevant to the topic The message is mostly clear The text is mostly organized Vocabulary is adequate and is generally appropriate 	3	<ul style="list-style-type: none"> Inconsistent use of simple sentence structure (subject, verb and correct word order); Errors in compound or complex sentences if attempted Some errors of subject-verb agreement, tense, pronouns, articles, and prepositions Some errors in spelling, punctuation, and capitalization 	3

	2		2
<ul style="list-style-type: none"> • Information is limited and / or mostly irrelevant to the topic • Message is difficult to follow • Vocabulary is limited • Less than 30 words 	1	<ul style="list-style-type: none"> • Incorrect sentence structure • Many errors of subject-verb agreement, tense, pronouns, articles, and prepositions OR • Not enough language to assess accuracy 	1
<p>Only copies instructions</p> <p>Writes set(s) of isolated word/s</p> <p>Does not write in English</p>			0

Sample Pupil Performances with Analysis

<p><i>Pupil Performance</i></p> <p>My favorite place it is at home. Play on the computer cn With my friends ana play online same. i play on the comput about 3-5 hours in a day and i like to surf on the internet i do it because its fun and i like it</p>
<p><i>Communicative ability: 1</i></p> <p>The information is limited and mostly irrelevant to the topic.</p> <p><i>Accuracy: 2</i></p> <p>Inconsistent sentence structure with errors in tense and spelling.</p> <p><i>Insights from performance:</i></p> <p>The pupil mentions that his or her favorite place is home, however this is not supported by relevant details. Instead the pupil describes his or her favorite activity. As a result, although the message may be somewhat clear it is not relevant to the task.</p> <p>Inconsistent sentence structure reflects emerging understanding of sentence structure. Note the use of simple sentence structure in the present simple. However there seems to be a lack of understanding of concepts of print (capitalization and punctuation). It is interesting that words related to computers are spelt correctly (i.e. online, surf, internet).</p>

Pupil Performance

I don't have one favorite place. I have alowt places.

Firsat-with animals, cut and doges, seknds-my room with my music and jest think, or see a good movie.

Allsowe I love to play with my friends or took with them. I love the pool/beacj, it is fun to swim and dive. I love to ride alowt, it is just make me calm.

I can say that my favorite place is at home, my room.

Communicative ability: 2

Information is limited and mostly irrelevant to the topic, therefore it is difficult to judge vocabulary, as it may be appropriate to the topic he or she chose, but it is not related to the requirements of the task.

Accuracy: 3

There is a sense of sentence structure, however it would seem that the pupil is working within a set template (i.e. I like...I love...I can...). Spelling mistakes in vocabulary items that eighth grade pupils are expected to know (e.g. cut-cat, doges-dogs). Other spelling mistakes cause confusion (e.g. took-talk).

Insights from performance:

The reader has to make an effort to understand the text because it lacks organization and includes irrelevant information, and spelling mistakes that interfere with comprehension.

Pupil Performance

I'm love going to party and danse on my friends.

In the last week I were in the party and was very fan.

all my friends danser and scream. I love party because I'm meet friends and visit.

Communicative ability: 2

Information is relevant but limited as is the vocabulary.

Accuracy: 2

Although there appears to be a basic sense of simple sentence structure there are many errors of subject-verb agreement and use of tenses.

Insights from performance:

The text reflects an attempt to string familiar words together, without much attention to sentence structure or correct grammar. The sentences seem to “stand alone” and thus do not create an integrative text. There seem to be consistent errors, e.g. “I’m love..” and “I’m meet..” and this could be evidence of fossilization and thus special attention should be paid to using the correct form.

Pupil Performance

My favorite place is the beach.

I love to go with friends to the beach and make fun.

We spend most of the time get sun, we love it very much

We also swim in the water, eat and talk of course.

I love to go to the beach with my family too.

With my family we go usually on suterday to the beach.

With my family we also eat foods like fruit.

So at the end my favourite place is the beach that I go with my friends and sometimes with perents to the beach and make fun.

Communicative ability: 5

The information is relevant and detailed. The text is organized and includes an opening and closing sentence. Vocabulary is varied and appropriate.

Accuracy: 3

The main problem is word order, especially in the sixth and seventh sentences that do not follow standard English word order.

Insights from performance:

Note that each sentence appears on a separate line, indicating that perhaps the pupil does not have a developed sense of paragraph structure even though he or she has paid attention to organization. Another issue is the problematic word order which does not appear to reflect Hebrew word order. A teacher who knows the pupil may know if this is a function of L1 interference or another language problem.

Pupil Performance

My favorite place is Eilat.
Because I live in Eilat.
and my good firenad's in Eilat.

Communicative ability: 1

The information is limited.

Less than 30 words.

Accuracy: 1

Not enough language to assess accuracy.

Insights from performance:

This level of writing is not what is expected from pupils in the eighth grade. Therefore it is recommended that the teacher encourage such pupils to write using very structured tasks.

Pupil Performance

Everyone has a favorite place. Some people like to go to the beach. Other people like to stay at home. and there's people how like to be at friend's house. I like to be at me home, I have there everything I love: my mother. father. big brother and my dog. There is everything I want too: food. T.V. computer and the most important my bed!!!

I love my bed. it's big and soft.

Communicative ability: 5

Information is relevant and detailed. The text is organized, beginning with a topic sentence that relates to a generalization which is clearly supported.

Accuracy: 5

Correct sentence structure and correct use of compound sentences; notice the use of colon in punctuation.

Insights from performance:

Performance indicates that the pupil has a clear understanding of paragraph structure, evidenced by the topic sentence, main idea and support. The content is interesting in as there is first a mention of the people that are close to the pupil, and then of his or her physical needs. The performance is what would be desirable of all pupils in eighth grade.

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