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הרשות הארצית
למדידה והערכה בחינוך
راما
السلطة القطرية
للقياس والتقييم في التربية

מדינת ישראל
משרד החינוך
دولة إسرائيل
وزارة التربية

המזכירות הפדגוגית
אגף המפמ"רים
السكرتارية التربوية
قسم المفتشين المركزين

مرشد "الميتساف" الداخلي في اللغة الإنجليزية للصف الثامن

ערכת המיצ"ב הפנימי באנגלית לכיתה ח'

كراسة توجيهات
للتقييم المدرسي الداخلي
חוברת הנחיות
להערכה פנים בית־ספרית

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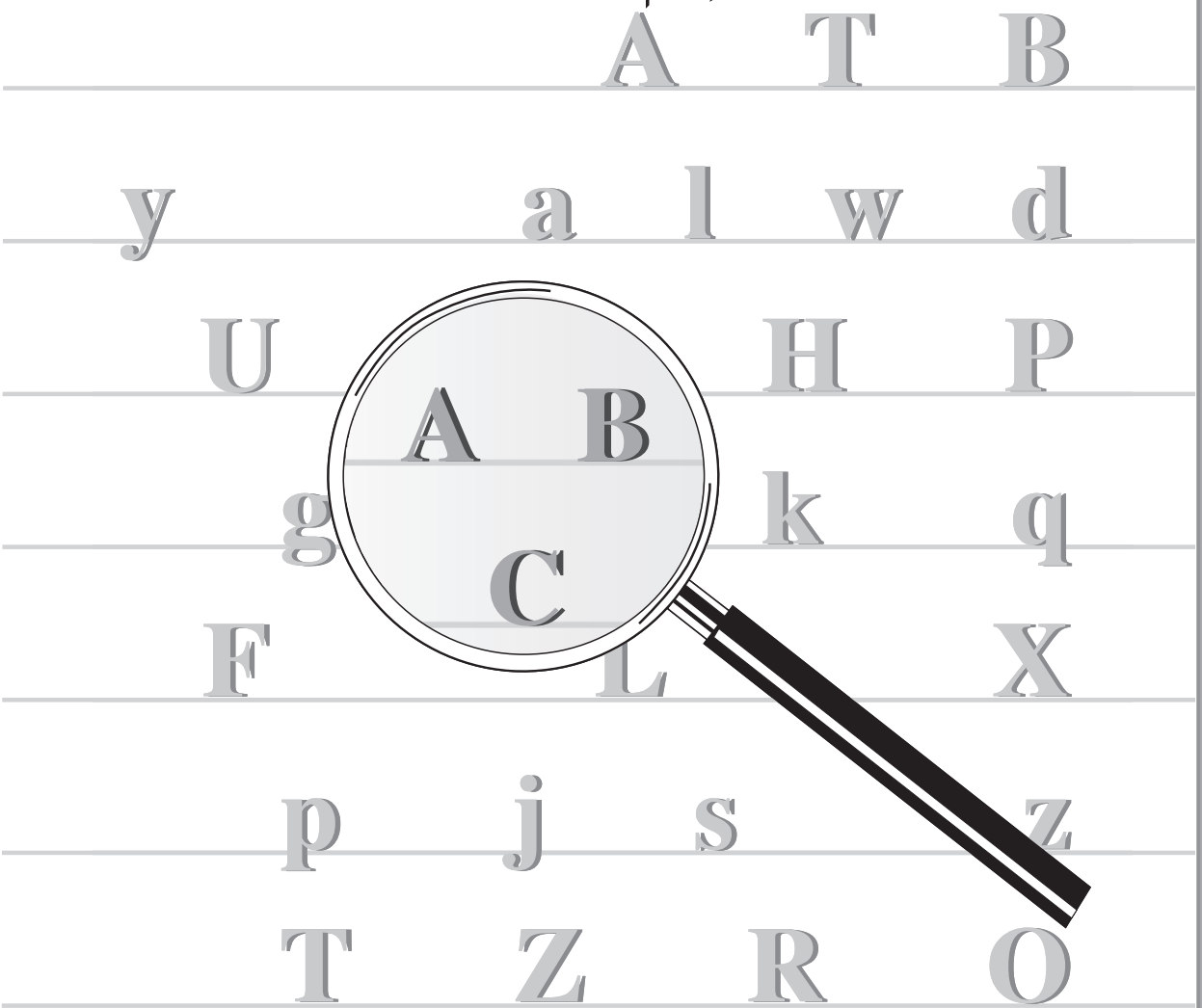

מאי 2009, אייר התשס"ט

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التقييم الداخلي المدرسي (school based evaluation)

تُسْتَعمل امتحانات "الميتساف" (مقاييس النجاعة والنماء في المدرسة) الخارجية كوسيلة لتقييم واسع وإجمالي يُعرف أيضا باسم "تقييم التعلّم". والهدف من هذا التقييم هو تشجيع تحمل المسؤولية وتقديم تقرير إلى المتلقين المختلفين داخل المدرسة وخارجها حول مستوى تحصيل الطلاب (بيرنبويم؛ 2004؛ Furtak، 2006). لقد أدّت الرغبة في تقليص الانعكاسات السلبية للامتحانات الخارجية على المدرسة، قدر الإمكان، إلى تحديث مبنى التقييم القطري في السنة الدراسية 2007/2006[1]. وقد تّم في إطار هذا التحديث التأكيد على أهمية التقييم الداخلي المُبلوِر، الذي تقوم به طواقم مدرسية والذي يَتلاءَم مع الحاجات الخاصة لهذه الطواقم.

يَدمجُ المبنى الجديد بين التقييم المدرسي الذي يتم بواسطة وسائل خارجية ("ميتساف خارجي" الذي يمتحن فيه ربع طلاب المدارس) وبين امتحانات خارجية تُجرَى داخل المدرسة وتخدم المدرسة فقط ("ميتساف داخلي"). يَقوم الميتساف الداخلي على دمج ثلاثة مركبات: (أ) إجراء امتحان قطري خارجي– موضوعي، تمَّ تطويره في "راما" (السلطة القطرية للقياس والتقييم) بمشاركة لجان مهنية ومفتشين مركّزين، يعكس منهج التعليم ومعايير المعرفة والفهم؛ (ب) فحص داخلي للامتحان يقوم به طاقم معلمي المدرسة (بمساعدة دليل إجابات مُرْفق مع الامتحان)، يساعد على الحصول على مردود (تغذية راجعة) فردي وجماعي سريع حول مدى تمكّن الطلاب من المادة في كل مجال من مجالات المعرفة، ويُساعد المعلمَ على بلورة تبصّرات تعليمية على مستوى الصف. (ج) مقارنة تحصيل الطلاب في المدرسة بمعطيات مجموعات المقارنة (معايير قطرية)، تُوضع بعد معالجة معطيات امتحانات الميتساف الخارجي في بداية السنة الدراسية القادمة (بلر، 2007).

إنّ هدف الميتساف الداخلي هو توفير مردود فوري يساعد على تحسين التعلّم لدى الطلاب، والتنبيه إلى وجود طلاب لَيسوا مُتمكّنين منَ المضامين والمهارات المطلوبة، وتحديد الفجوات بين الأداء المُتَوَقَّع وبين الأداء الفعلي، وتقييم فعالية الخطوات التي تتخذها المدرسة لتقليص الفجوات. إن جوهر التقييم الداخلي المُبلوِر يكمن في تعددية استعمالاته (Black & Wiliam، 1998) وفي قدرته على المساعدة على تحسين عملية التعلّم خلال تكوّنها (Airasian, 1994; Dann, 2002).

يمكن أن يَكونَ استعمالُ امتحانات الميتساف لأغراض داخلية حافزًا للنماء والتحسين؛ فقد توفّرُ المعطياتُ المعلوماتِ المطلوبةَ لعملية اتّخاذ القرارات على المستويات المختلفة: المدرسية والطبقية والصفية والفردية؛ وتساعدُ في تحديد التحصيل المتوقع والمستوى المطلوب من الطلاب، وأن تَكون مِحَكًّا لفحص الخطط التعليمية المدرسية. قد تساعدُ امتحانات الميتساف الداخلية في كشف نقاط الضعف ونقاط القوة على مستوى الفرد وعلى مستوى الصفّ، وفي توفير المعلومات حول الحاجات المتغيّرة التي يجب إيجاد الحلول لها، وفي تحديد الأهداف القائمة على معطيات، وفي المساهمة في خلق رؤية شمولية أكثر للجهاز وبلورة معايير لتَحَمُّل المسؤولية.

إن استعمال معطيات من مصادر متعددة قدر الإمكان (المعطيات الداخلية والخارجية) سيساعد على فهم أفضل للواقع المدرسي (نيڤو، 2001).

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

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محتويات مرشد "الميتساف" الداخلي

امتحان مقاييس النجاعة والنماء ("الميتساف") في موضوع **اللغة الإنجليزية للصف الثامن** تم إجراؤه في المدارس في السنة الدراسية الحالية (2009/2008) في إطار امتحان مقاييس النجاعة والنماء الخارجي ("ميتساف خارجي")، وهو مقدم إليكم للاستعمال الداخلي المدرسي ("ميتساف داخلي").
لقد تم تطوير الامتحان في السلطة القطرية للقياس والتقييم ("راما") بمشاركة لجنة توجيه ضمّت المفتّشة المركّزة على تدريس اللغة الإنجليزية وطاقمها، ومفتشين ومرشدين ومعلمين وممثلين ومستشارين أكاديميّين وممثلين عن الأوساط المختلفة. مواضيع الامتحان تعكس منهج التعليم وتتلاءم مع المواد التي يتعلمها الطلاب حتى نهاية الصف الثامن.

يجب اعتبار هذا الامتحان أداة تقييم مدرسية–داخلية تضاف إلى أدوات التقييم الأخرى المستعملة في المدرسة طوال السنة الدراسية. يمكن أن يستعمل كبديل لامتحان مدرسي نهائي، على أن يقوم طاقم من هيئة معلمي المدرسة بفحص دفاتر الامتحان وتحليل النتائج ودراستها. من الجدير بالذكر أن **نتائج امتحان الميتساف الداخليّ مخصّصة للاستعمال الداخلي حيث لا يطلب من المدرسة تقديم تقارير عن هذه النتائج لأيّ جهة كانت**. الهدف هو تمكين طاقم المدرسة من أن يستخلص من عملية فحص الامتحانات ونتائجها تبصراتٍ (على مستوى الطالب، وعلى مستوى الصف وعلى مستوى خطة العمل المدرسية) تساعد في التركيز على الأهداف التربوية والتعليمية وتحسين تحصيل الطلاب.

هذا المرشد معدّ لمساعدة طاقم المدرسة على إجراء الامتحان وفحصه واستخلاص الفائدة المرجوّة منه.

كجزء من الاستعداد لإجراء الامتحان في المدرسة نوصي بقراءة المرشد بتمعّن والعمل بموجب التعليمات التي ترد فيه. من الجدير بالذكر أن المدرسة تستطيع أن تحدد إطارًا مختلفًا تجرى فيه أو/وَ تفحص الامتحان بموجبه، ولكن **عليها أن تتذكر أنه كلما تمت المحافظة على قواعد التمرير والتقييم (الفحص) التي نوصي بها، تكون نتائج الامتحان أكثر موثوقيةً، أكثر مصداقيةً وأكثر قابليةً للمقارنة مع معطيات مجموعات المقارنة (المعايير القطرية)**. معطيات مجموعات المقارنة تحسب بناء على نتائج امتحان الميتساف الخارجيّ والتي ستنشرها السلطة القطرية للقياس والتقييم (راما) بعد عدة أشهر.

في كل ما يتعلق بمضامين الامتحان وصلتها بمنهج التعليم يمكن التوجّه إلى د. جودي شتاينر، المفتشة المركزة على تدريس اللغة الإنجليزية، بواسطة فاكس رقم: 5603596-02 أو البريد الإلكتروني: judysh@education.gov.il أو إلى مفتشي/مرشدي اللغة الإنجليزية في الألوية
(قائمة بأسماء المفتشين والمرشدين موجودة في آخر الكراسة).

يمكنك إيجاد المزيد من المعلومات عن امتحان الميتساف الداخليّ والموادّ المساعدة على موقع السلطة القطرية للقياس والتقييم (راما) الذي عنوانه:
http://rama.education.gov.il ، ضمن الفئة "**الميتساف الداخليّ 2009**".

للاستفسار عن الميتساف الداخليّ يمكنك التوجّه بالسؤال بواسطة:
البريد الإلكتروني: meitzav@education.gov.il أو الهاتف رقم: 7632888-03.
إلى منتدى الميتساف الداخليّ – على موقع راما تحت العنوان **مجموعات المناقشة** ›› "**منتدى الميتساف الداخليّ وامتحانات داخلية أخرى**". الدخول إلى المنتدى مخصص للمعلمين فقط ويتمّ بواسطة اسم المستخدم: **pnimi** وكلمة السرّ: **pnimi7**.

تحتوي كراسة التوجيهات التي بين يديك على أربعة فصول:

الفصل أ – وصف الامتحان: مبنى الامتحان ومسح الامتحان.

الفصل ب – توجيهات لإجراء الامتحان: الاستعداد لإجراء الامتحان في المدرسة، وتفصيل الملاءَمات للممتَحَنين ذوي الاحتياجات الخاصّة، وتوجيهات عامة لإجراء الامتحان.

الفصل ج – توجيهات لفحص الامتحان: دليل الإجابات والتوجيهات لاستعماله عند فحص دفاتر الامتحان، توجيهات لحساب العلامات (بشكل يدوي أو بواسطة "المنباس" / "المنبسون" أو بواسطة "الميتساڤيت"، وهي وسيلة مبنية على الإكسل Excel) وشرح حول مقارنة النتائج المدرسية مع معطيات مجموعات المقارنة (جميع المدارس، جميع المدارس الناطقة بالعبرية، جميع المدارس الناطقة بالعربية)، التي سوف تُنْشَر في موعد لاحق.

الفصل د – الاستفادة من الامتحان: معلومات وأمثلة لتحليل جزء من الأسئلة في امتحان 2009/2008، تشخيص صعوبات يواجهها طلاب، وإستراتيجيات للتغلّب على هذه الصعوبات.

نتمنى لك عملًا ممتعًا ومثمرًا!

1.أ مبنى الامتحان

Domain	Relevant Bench-marks	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%**	• understand the the main idea 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	• advertisement • announcement • conversation • interview • message • news report • oral presentation • speech • story • weather report • excerpt from a lesson	• 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, future, present perfect, imperative	**Level One** approximately 80 – 100 seconds **Level Two** approximately 100 – 120 seconds	• filling in a chart / table • matching • multiple-choice • open-ended (e.g. wh-questions and sentence completion) • sequencing	• 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%**	• 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	• advertisement • article / report • book cover • brochure • comic strip • diary entry • graph • letter / email • message • notice • postcard • review • short expository text • story • timetable / schedule • travel guide • web page	• 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	**Level One** (two texts) approximately 150 – 180 words **Level Two** (one text) approximately 250 – 300 words	• filling in a chart / table • matching • multiple-choice • open-ended (e.g. wh-questions and sentence completion) • sequencing	• Literal • Integration • Inference

Domain	Relevant Benchmarks	No. of Tasks	Length of Tasks	Possible Text Types	Assessment Criteria
Written Presentation **20%**	• 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	• article (e.g. for school newspaper) • description • extended form • friendly letter • short composition • story • email • opinion	**Communicative Ability** • relevance • clarity of message • organization • appropriateness to text type • vocabulary • length **Accuracy** • use of basic syntactical and grammatical structures (word order and verb form) • spelling • basic punctuation and capitalization

Domain	
Social Interaction	Guidelines to be posted at a later date.

*** 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.أ مسح الامتحان

Access to Information from Spoken Texts 20%				Access to Information from Written Texts 60%						Written Presentation 20%				Level of comp.	Difficulty level*
Benchmarks				**Benchmarks**						**Benchmarks**					
Understand the main ideas and supporting details in a text	Identify different text types	Identify explicit opinions and feelings	Locate relevant information for a specific purpose	Understand the main ideas and supporting details in a text	Understand the structure and conventions of different text types	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	Describe people, places, things and events	React to the content of something read or seen	Produce a coherent piece of writing that conveys personal experiences	Express ideas and opinions about general topics and experiences using main ideas and supporting details		
Task 1															
1a														Literal	1**
			1b											Literal	1**
1c														Literal	1**
1d														Literal	1**
1e														Literal	1**
2														Integration	2**

* Difficulty level is established by calculating the percent of correct answers for a particular item: 1 = 85%-100%; 2 = 65%-84%; 3 = 40%-64%; 4 = 20%-39%

* * Difficulty level assessed by experts (estimated percent of correct answers for a particular item): 1 = 85%-100%; 2 = 65%-84%; 3 = 40%-64%; 4 = 20%-39%

Access to Information from Spoken Texts 20%				Access to Information from Written Texts 60%						Written Presentation 20%				Level of comp.	Difficulty level*
Benchmarks				Benchmarks						Benchmarks					
Understand the main ideas and supporting details in a text	Identify different text types	Identify explicit opinions and feelings	Locate relevant information for a specific purpose	Understand the main ideas and supporting details in a text	Understand the structure and conventions of different text types	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	Describe people, places, things and events	React to the content of something read or seen	Produce a coherent piece of writing that conveys personal experiences	Express ideas and opinions about general topics and experiences using main ideas and supporting details		
Task 2															
3														Literal	2**
4														Literal	2**
5														Literal	2**
6														Literal	2**
7														Inference	3**
Task 3															
					8									Literal	1
					9									Literal	2
				10										Literal	2
					11									Literal	3
					12									Inference	2

* Difficulty level is established by calculating the percent of correct answers for a particular item: 1 = 85%-100%; 2 = 65%-84%; 3 = 40%-64%; 4 = 20%-39%

* * Difficulty level assessed by experts (estimated percent of correct answers for a particular item): 1 = 85%-100%; 2 = 65%-84%; 3 = 40%-64%; 4 = 20%-39%

Access to Information from Spoken Texts 20%				Access to Information from Written Texts 60%						Written Presentation 20%				Level of comp.	Difficulty level*
Benchmarks				**Benchmarks**						**Benchmarks**					
Understand the main ideas and supporting details in a text	Identify different text types	Identify explicit opinions and feelings	Locate relevant information for a specific purpose	Understand the main ideas and supporting details in a text	Understand the structure and conventions of different text types	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	Describe people, places, things and events	React to the content of something read or seen	Produce a coherent piece of writing that conveys personal experiences	Express ideas and opinions about general topics and experiences using main ideas and supporting details		
Task 4															
				13										Integration	1
				14										Literal	2
				15										Literal	3
				16										Integration	2
				17										Integration	2
Task 5															
												18		WP	3

* Difficulty level is established by calculating the percent of correct answers for a particular item: 1 = 85%-100%; 2 = 65%-84%; 3 = 40%-64%; 4 = 20%-39%

* * Difficulty level assessed by experts (estimated percent of correct answers for a particular item): 1 = 85%-100%; 2 = 65%-84%; 3 = 40%-64%; 4 = 20%-39%

Access to Information from Spoken Texts 20%				Access to Information from Written Texts 60%						Written Presentation 20%				Level of comp.	Difficulty level*
Benchmarks				**Benchmarks**						**Benchmarks**					
Understand the main ideas and supporting details in a text	Identify different text types	Identify explicit opinions and feelings	Locate relevant information for a specific purpose	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	Describe people, places, things and events	React to the content of something read or seen	Produce a coherent piece of writing that conveys personal experiences	Express ideas and opinions about general topics and experiences using main ideas and supporting details		
Task 6															
					19									Literal	2
									20					Literal	3
				21										Integration	4
				22a										Integration	3
				22b										Integration	3
				22c										Integration	3
				23										Inference	3
Task 7															
										24				WP	2-3**

* Difficulty level is established by calculating the percent of correct answers for a particular item: 1 = 85%-100%; 2 = 65%-84%; 3 = 40%-64%; 4 = 20%-39%

* * Difficulty level assessed by experts (estimated percent of correct answers for a particular item): 1 = 85%-100%; 2 = 65%-84%; 3 = 40%-64%; 4 = 20%-39%

الفصل ب: توجيهات لإجراء الامتحان

يحتوي هذا الفصل على معلومات تهدف إلى مساعدة المدرسة على الاستعداد مسبقا لإجراء امتحان الميتساڤ الداخلي. هذه المعلومات تتعلق بموعد إجراء الامتحان، المحافظة على سرية الامتحانات والتطرّق إلى التعامل مع الطلاب ذوي الاحتياجات الخاصة، وإلى طريقة إجراء الامتحان في الصف ووظائف المعلم وما شابه. **من المهم قراءة هذا الفصل قبل إجراء الامتحان في المدرسة والاستعداد بموجبه.**

ب.1. الاستعداد لإجراء الامتحان

موعد إجراء الامتحان: هذا الامتحان معدّ للإجراء قُبَيْل نهاية السنة الدراسية للصف الثامن. يجب إجراء الامتحان في المدرسة في **يوم الأحد الموافق 10 أيار 2009**. المدارس التي فيها يوم الأحد هو يوم عطلة تُجري الامتحان الداخلي **في يوم الاثنين الموافق 11 أيار 2009** أو في موعد أقصاه خمسة أيام تدريس من هذا التاريخ.

إبلاغ الطلاب: نوصي بإبلاغ طلاب الصفوف التي سوف تُمتحن بموعد الامتحان مسبقًا، وبالمادة التي سوف يشملها الامتحان وبالمجالات التي سوف تُستعمل فيها نتائجُهُ، وذلك وفق قرار المدرسة (هل سوف تُسَلَّم العلامة للطالب؟ هل سوف تظهر العلامة على الشهادة؟ هل سوف تُرْسَل إشعارات لأولياء الأمور؟ وما شابه).

المحافظة على سرّيّة 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 في أوقات مختلفة إلى "تسرّب" الأسئلة. إضافة إلى ذلك، وبما أن الامتحان سوف يُجرى في مدارس كثيرة، فيجب الحرص قدر الإمكان على سرية الامتحان وسرّيّة كراسة التوجيهات هذه، حتى بعد إجراء الامتحان.

ملاءمة مضمون الامتحان لحاجات المدرسة: انظر البند ب.4.

صيغة الامتحان: يتطرق هذا المرشد إلى صيغة واحدة فقط من الامتحان (هي الصيغة أ) التي سيُمتحن فيها الطلاب. إذا كان هناك خوف من حدوث "نقل" في الامتحان، فعلى المدرسة أنْ تستعدّ لذلك بالطرق الملائمة، كزيادة عدد المُراقِبين في الصفوف، مثلا، أو إيجاد حلّ تنظيمي آخر تراه مناسبًا.

الاستعدادات لامتحان الطلاب ذوي الاحتياجات الخاصة: تشمل الاستعدادات ليوم الامتحان تطرُّقًا مناسبًا إلى 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 مُكَبَّرَة للطلاب الذين يعانون من صعوبة في الرؤية)؛ وأن تخصص صفًا منفصلًا وقوى عاملة بموجب الحاجة (انظر البند ب.2 أدناه)، وأن تبلغ الطلاب الذين يستحقون هذه الملاءَمات بأنها ستوفرها لهم (مثل: إعادة صياغة إجابات، استراحات، الخروج إلى المراحيض، تقسيم الامتحان إلى أقسام، قراءة للطالب، وما شابه ذلك). في البند التالي، البند ب.2، يوجد تفصيل لمجموعات الطلاب ذوي الاحتياجات الخاصة وكيفية التعامل معهم خلال إجراء امتحان الميتساف الداخلي.

إعادة دفاتر الامتحان: يمكن إعادة دفاتر الامتحان للطلاب بعد أسبوعَيْن تقريبًا من إجراء الامتحان (لاعتبارات تتعلق بسرية الامتحان).

المعدات المطلوبة للامتحان:

يتضمن الامتحان مهمات في فهم المسموع. لذلك يجب تزويد كل صف بجهاز تسجيل (مسجل صوت). الشريط الذي يشمل مهمات فهم المسموع مرفق في المغلّف.

ب.2. التعامل مع الطلاب ذوي الاحتياجات الخاصة

يتطرق هذا البند إلى الملاءمات المُمْكنة التي يحصل عليها المُمْتحَنون ذوو الاحتياجات الخاصة في إطار الميتساف الداخلي[2]. يجب توفير ظروف امتحان ملائمة وعادلة لأكبر عدد من أفراد هذه المجموعة، وذلك كي يتمكنوا من التعبير عن قدراتهم التعليمية كاملةً، مع الحِرْص على عدم المسّ بجودة المعطيات المتلقاة. في امتحانات الميتساف الداخلي، من المفضل أن يتم توفير نفس الظروف التي تُوَفَّر لهم في التعليم والامتحانات العادية في المدرسة على مدار السنة. بعد إجراء مسح وتحديد الطلاب ذوي الاحتياجات الخاصة، تُخَصِّص المدرسة، وحسب الحاجة، غرفًا صفية منفصلة يتم فيها توفير الظروف المطلوبة لهؤلاء الطلاب (قراءة الامتحان لَهُم، إعادة الصياغة، تمديد قصير لمدة الامتحان، وما شابه ذلك).

فيما يلي، تفصيل لكيفية التعامل مع مجموعات من الطلاب ذوي الاحتياجات الخاصة:

الطلاب الذين يتعلمون في صفوف التعليم الخاصّ: الامتحان المذكور مُخصّص لفحص مستوى تمكّن الطلاب من المواد التعليمية وفق منهج التعليم العام. لذلك، يمكن أن تتيح المدرسة، وفق ما تراه مناسبًا، لهؤلاء الطلاب ملاءَمات بموجب "البرنامج التربوي الفردي" الخاص بكل طالب. مع ذلك، وكما هو الحال في الميتساف الخارجي، لستم ملزمين بإجراء امتحان لهؤلاء الطلاب.

طلاب الصفوف العادية الذين يستحقون تلقي الدعم من برنامج الدّمج: من حقّ الهيئة التدريسية في المدرسة أن تقرر كيف تُجرِي امتحان الميتساف الداخلي لطلاب الدمج. بما أن الامتحان قائم على منهج التعليم العام، فمِن المحتمل أنه لا يتلاءَم مع ما تَعَلَّمَهُ هؤلاء الطلاب. ومع ذلك، نرى أن هناك أهمية عاطفية واجتماعية لأن يُمتحن الطلاب مع زملائهم. ولهذا، فعلى طاقم المدرسة أن يقرر كيف يُمتحَنُ هؤلاء الطلاب، وذلك بناءً على قدراتهم العقلية والعاطفية والاجتماعية وبناءً على البرنامج التربوي الفردي لكل طالب. كما يمكن للمدرسة أن تعفي هؤلاء الطلاب من أقسام معينة من الامتحان أو أن تعفيهم من أسئلة صعبة، أو تقسّم 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 (سواء أُجرِيت لهم عملية تشخيص عند طرف خارجي أو لَم تُجْرَ لهم)، لكنهم يواجهون صعوبات في التعلُّم، خاصة في القراءة والكتابة. هؤلاء هم الطلاب الذين اعترفت المدرسة بحاجتهم إلى الحصول على ظروف ملائمة خلال عملية التعلم العادية وفي الامتحانات التي تُجرى في المدرسة طوال السنة الدراسية. **نوصي بأن يتقدم هؤلاء الطلاب إلى هذا الامتحان بنفس الطريقة التي يُمْتَحَنون فيها بشكل عام في المدرسة.** يُمتحن الطلاب الذين **يعانون من مشاكل في الإصغاء والتركيز** في ظروف ملائمة حسب الحاجة (غرفة منفصلة، غرفة هادئة، تقسيم الامتحان إلى عدة أقسام، وما شابه ذلك).

[2] تتوفر في امتحانات الميتساف الخارجي ظروف موحدة، حسب ما جاء في منشور المديرة العامة "تعليمات عامة" سح/3(أ) بند 3-4.1، في موضوع الملاءمات للطلاب ذوي الاحتياجات الخاصة في الامتحانات القطرية (الميتساف/ "مئة مصطلح"/امتحانات חמ"ד – التعليم الديني الرسمي) في المدارس الابتدائية والإعدادية.

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

انتبهوا، يُمنع الطلابُ ذوو الاحتياجات الخاصة أيضًا من استعمال القاموس في الميتساڤ الخارجي.

ب.3. توجيهات عامة لإجراء الامتحان في الصف

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

توقيت الامتحان ومدّته

- نوصي بإجراء الامتحان في الساعات (الحِصَص) التي يكون الطلاب فيها يقظين ولا توجد في محيط الامتحان أيّ عوامل قدْ تُشَوِّش عليهم. تُجرى امتحانات الميتساف الخارجي في الحصتَيْن الثالثة والرابعة من اليوم الدراسي، ونوصي بإجراء الامتحان الداخلي في هذه الحِصَص أيضًا.
- الوقت المخصص للامتحان الذي يتم إجراؤه كاملاً بكل أقسامه، هو **90 دقيقة بدون استراحات**. وقد تمّ تحديد هذا الوقت بحيث يستطيع الطلاب الإجابة بهدوء عن جميع أسئلة الامتحان. إذا احتاج الطلاب إلى عدة دقائق إضافية لكي يُكملوا الامتحان، يمكن منحهم وقتًا إضافيًا قصيرًا، وفق ما تقرره المدرسة. وفي جميع الحالات، نوصي بعدم إعطاء وقت إضافي يزيد عن 15 دقيقة. قبل بداية الامتحان يجب إبلاغ الطلاب بالوقت المُخصّص له، ولكن يجب عدم حثّهم على الإسراع أثناء سير الامتحان. كما يجب عدم كتابة عدد الدقائق المتبقية لانتهاء الامتحان على اللوح.

إنهاء الامتحان قبل انتهاء الوقت المخصص له: على المدرسة أنْ تقرر إنْ كان بإمكان الطالب الذي ينهي الامتحان قبل انتهاء الوقت أنْ يبقى في الصف أو يخرج منه. من المفضل تشجيع الطلاب الذين أنهَوْا الامتحان قبل انتهاء الوقت على مراجعة إجاباتهم مرة أخرى ومن ثم تسليم دفاترهم.

المراقبة في الصف: نوصي بأن يتنقل معلم اللغة الإنجليزية أثناء إجراء الامتحان بين غرف صفوف المُمتَحَنين وألا يكون مراقبًا في أي منها. للمراقبة في الصف نوصي بتعيين معلم مراقب **ليس** من معلمي الموضوع.

وظائف معلّم اللغة الإنجليزية:

1. **تقديم توضيحات قبل بداية الامتحان:** قبل بداية الامتحان يقوم معلم اللغة الإنجليزية بإعطاء توضيحات عامّة للطلاب حول مضامين الامتحان، بحسب ما يراه مناسبا، في الصفوف التي تتقدم للامتحان.
2. **توثيق أسئلة الطلاب أثناء سير الامتحان:** أحد أهداف الامتحان الداخلي هو مساعدة معلم اللغة الإنجليزية على إجراء مسح لمعلومات الطلاب وللصعوبات التي تواجههم. لذلك هناك أهمية لتوثيق الأسئلة التي يطرحها الطلاب أثناء سير الامتحان. نوصي بأن يتنقل معلم اللغة الإنجليزية أثناء إجراء الامتحان بين غرف صفوف المُمتَحَنين ويسجل الأسئلة التي يطرحها الطلاب. وبموجب هذه الأسئلة ونتائج الامتحان، يمكن للمعلم أن يتوصل إلى تبصّرات تعليمية واشتقاق استنتاجات تؤثّر على طريقة التدريس في الصفّ.

وظائف المعلّم المراقِب في الصف أثناء الامتحان:

1. أن يوجّه الطلاب إلى قراءة التعليمات للامتحان التي على الصفحة 3، ثم الانتقال فورًا إلى المهمة 1 (Task 1) على الصفحة 5. يجب التأكد من أنّ الطلاب انتقلوا إلى الصفحة الصحيحة.
2. أن يسمّع الشريط الذي يشمل مهمات فهم المسموع للطلاب (انظر البند "مهمات فهم المسموع" أدناه).
3. أَنْ يشرف على سَيْر الامتحان بشكل سليم وأن يحافظ على النظام ونزاهة الامتحان.
4. أَنْ يتأكد من أنَّ كل طالب يحلّ الامتحان بصورة فردية. نرجو الانتباه إلى أنه يجب عدم الإجابة عن أسئلة الطلاب التي تتعلق بالمضامين وعدم قراءة أسئلة الامتحان لهم، كما يجب عدم التلميح إلى الإجابة الصحيحة وعدم توجيه الطلاب إليها.
5. أَنْ يهيّئ جو عمل هادئًا ومريحًا، بدون ضغط، يتيحُ المجال أمام الطلاب ليبذلوا قصارى جهودهم للتعبير عن معرفتهم.
6. أَنْ يساعد الطلاب على حلّ المشاكل الفنية التي قد تواجههم (طباعة غير واضحة، دفتر غير صالح وما شابه)، أو أن يساعد في حل المشاكل الشخصية **التي لا علاقة لها بمضمون الامتحان** (السماح بتناول الطعام والشراب خلال الامتحان وفق سياسة المدرسة، معالجة مشاكل خاصة وما شابه ذلك).
7. أَنْ يشجع الطلاب على الإجابة عن جميع أسئلة الامتحان وأن يطلب منهم مراجعة إجاباتهم قبل تسليم الدفتر للمعلم.
8. أَنْ يُوَثّق الأسئلة التي يطرحها الطلاب خلال الامتحان (إذا لم يكن معلم اللغة الإنجليزية موجودًا في الصف خلال الامتحان). انظر إلى البند "وظائف معلم اللغة الإنجليزية" الذي ذكر أعلاه.
9. يستطيع المعلم المراقب أن يكتب على اللوح عدد الدرجات المخصّصة لكل إجابة صحيحة عن كل واحد من أسئلة الامتحان.

الطلاب الذين يستحقون ظروفَ امتحان مُلاءَمة: سيحصل هؤلاء الطلاب على الظروف المفصلة في البند ب.2 أعلاه في صفوفهم (مثال: دفاتر امتحان مُكَبَّرة)، أو يتم نقلهم إلى صف آخر (بهدف قراءة الامتحان للطالب، إعادة الكتابة والصياغة وما شابه ذلك).

القاموس: استعمال القاموس **ممنوع** في جميع أقسام الامتحان.

مهمات فهم المسموع: المهمتان 1 وَ 2 هما مهمتا فهم المسموع. في الشريط المُرْفَق مع المغلّف يتم إسماع النص الأول مرتين ومن ثم يتم تخصيص وقت للطلاب كي يجيبوا عن الأسئلة. وبعد الانتهاء من المهمة الأولى، يتم إسماع النص الثاني مرتين، ومن ثم يتم تخصيص وقت ملائم للطلاب للإجابة عن الأسئلة. يجب تسميع الطلاب الشريط مرة واحدة. نص الشريط مُرْفَق في الفصل ج بعد دليل الإجابات (انظر البند ج.1).

توجيهات للطلاب قبل توزيع دفاتر الامتحان عليهم:

1. يجب شرح هدف الامتحان ومبناه للطلاب. يجب الإشارة إلى أن الامتحان يبدأ بمهمتين في فهم المسموع.
2. يجب توجيه الطلاب إلى قراءة التعليمات (الصفحة 3)، ثم الانتقال فورًا إلى المهمة 1 (Task 1) على الصفحة 5.
3. يجب الإشارة إلى أن استعمال القاموس من أيّ نوع كان (بما في ذلك القاموس الإلكتروني) **ممنوع** في جميع أقسام الامتحان.
4. يجب الإشارة إلى ضرورة كتابة الإجابات في هذا الامتحان **باللغة الإنجليزية**.
5. يجب الإشارة إلى الوقت المخصّص للامتحان.
6. يجب الإشارة إلى أن الامتحان مكوّن من أسئلة مغلقة (متعددة الإجابات) وأسئلة مفتوحة. في الأسئلة المغلقة هناك إجابة واحدة صحيحة وعلى الطالب أن يشير إليها. في الأسئلة المفتوحة، يجب كتابة الإجابة في المكان المخصّص لذلك.
7. يجب شرح ما على الطلاب أن يفعلوا إذا أَنْهَوْا حلّ الامتحان قبل انتهاء الوقت.
8. يجب الطلب منهم أن يتعاملوا مع الامتحان بجِدّيّة قُصوى وأن يجيبوا عن جميع الأسئلة. يجب الاقتراح عليهم أن يحاولوا الإجابة عن كل سؤال، حتى وإن ظنوا أنّهم لا يعرفون الإجابة أو إن كانوا غير متأكدين من صحة إجابتهم.
9. يجب شرح قواعد السلوك أثناء الامتحان (الخروج إلى المراحيض، الأكل وتوجيه الأسئلة وما شابه ذلك).

توجيهات للطلاب بعد توزيع دفاتر الامتحان عليهم: إذا تقرّر تغيير مضمون الامتحان بحيث لا يشتمل على جميع الأسئلة (انظر البند ب.4 أدناه)، يجب أن يشرح المعلم المراقب للطلاب عن أيّ أسئلة عليهم أن يجيبوا وعن أيّها عليهم أن لا يجيبوا، والتوضيح بأن الأسئلة الملغيّة لن تؤخذ بالحسبان عند حساب العلامة. نوصي بكتابة هذه التفاصيل على اللوح.

ب.4 ملاءمات في مضمون الامتحان وطريقة إجرائه لاحتياجات المدرسة

الميتساڤ الداخلي هو امتحان داخلي مدرسيّ، وإحدى ميّزاته الناجمة عن ذلك هي التمكن من ملاءمته لاحتياجات المدرسة (على العكس من الميتساڤ الخارجي الذي فيه الإجراء والفحص المعياريان مُلزِمان).

من حيث المبدأ، امتحانات الميتساڤ مبنية بالتناغم مع مناهج التعليم في كل مجال من مجالات المعرفة ولذلك من المحبّذ إجراء الامتحان بصيغته الكاملة. ومع ذلك هناك اختلاف بين المدارس في عمليات التدريس–التعلّم، وامتحان الميتساڤ، بحكم كونه معياريًّا ومتجانسًا، قد يكون في بعض الحالات ليس متلائمًا تمامًا مع التدريس والتعلّم في صفّ معيّن.

لذلك تستطيع المدرسة أن تقرر، وفق ما تراه مناسبًا، إجراء امتحان الميتساڤ الداخلي وَ/ أو تقييمه بطرق تختلف عن تلك المذكورة في التوجيهات. أيْ هناك إمكانية لإجراء ملاءمات على الامتحان بحيث تستطيع نتائجه أن تساعد المدرسة في عملية اتخاذ القرارات فيما يتعلق بالتخطيط للتدريس والتعلّم في مواضيع التعليم التي يتمّ فحصها، وفيما يتعلّق بتطوّر الطلاب ذوي القدرات المختلفة.

ومع ذلك من الجدير بالذكر بأنّ **الإجراء غير المعياري لامتحان الميتساڤ الداخلي لن يفسح المجال أمام إجراء مقارنة ذات مصداقية مع مجموعات المقارنة القطرية**.

فيما يلي بعض الإمكانيات المُتاحة لجعل استعمال "الميتساڤ" الداخلي أكثر مرونةً:

1. **ملاءمة مضمون الامتحان مع ما تَعَلَّمَهُ الطلاب في الصفّ:** الامتحان في اللغة الإنجليزية مبني بشكل متدرِّج فيبدأ بمهمات سهلة وينتهي بمهمات أكثر تركيبًا. نوصي بالاطلاع المسبق على أسئلة الامتحان وعلى المواضيع التي يشملها وفحص إلى أي مدى تمّ تدريسها في الصف. على ضوء نتائج هذا الفحص يمكن إلغاء أسئلة معيّنة أو عدم أخذها بالحسبان عند حساب العلامة الإجمالية. بنفس الطريقة يمكن ملاءمة الامتحان أيضا للطلاب الضعفاء.
2. **ملاءمات في طريقة إجراء الامتحان في الصفّ:**
   - **مدّة الامتحان** – تستطيع المدرسة أن تقرّر تمديد مدة الامتحان أو تقصيرها بحسب التغييرات التي أجرتها على الامتحان أو لاعتبارات أخرى.
   - **إجراء الامتحان على عدة أقسام** – يمكن تقسيم الامتحان إلى عدة أقسام وإجراء كل قسم في موعد مختلف، حسب ترتيب المواضيع الذي تقرّه المدرسة.
3. **تغيير في عملية الفحص** – انظر البند ج.3.

الفصل ج: توجيهات لفحص الامتحان

يتضمّن هذا الفصل معلومات تساعد طاقم معلمي المدرسة على فحص الامتحان وتحديد علاماته. في البداية يتم عَرْض دليل الإجابات والتوجيهات لاستعماله أثناء فحص الامتحانات، يلي ذلك توجيهات لفحص الامتحانات وحساب العلامات (بشكل يدوي، بواسطة "المنباس" / "المنبسون" أو "الميتساڤيت" – وسيلة ترتكز على برمجية إكسل). كما سيتم عرض شرح حول مقارنة المعطيات المدرسية مع معطيات مجموعات المقارنة (مُجْمَل المدارس، مُجْمَل المدارس الناطقة بالعبرية، مُجْمَل المدارس الناطقة بالعربية) والتي ستنشر في موعد لاحق.

ج.1 دليل الإجابات والتوجيهات لاستعماله أثناء فحص الامتحانات

من أجل التسهيل على المعلمين، بذلنا كل جهد ممكن من أجل كتابة دليل مُفَصّل قدر الإمكان. يُبَيّن الدليل نوعَ كل سؤال من أسئلة الامتحان (المفتوحة/المغلقة)، ويعيّن الإجابة الصحيحة لكل سؤال، بما في ذلك وصْفٌ لمُستويات الأداء المُحْتَمَلة، ومجال الترميز على كل إجابة.

انتبهوا،

- عليكم أن تعطوا علامات لكل بند على حِدَة.
- يحصل الطالب على صفر (0) درجات عن كل سؤال لم يُجِب عنه.
- في العامود الذي عنوانه "مجال الترميز" تشير القيم أو مجالات القيم إلى إمكانيات التدريج للسؤال (تلك الإمكانيات التي تظهر أيضًا في ورقة تركيز العلامات). فعلى سبيل المثال، إذا كُتِبَ بأن التدريج للسؤال هو **0-2**، فمعنى ذلك أنّ الطالب يمكن أن يَحْصَل على صفر أو على درجة واحدة أو درجتَيْن. أما إذا كُتِب بأن التدريج للسؤال هو **0، 2**، فمعنى ذلك أن الطالب قد يحصل على صفر أو على درجتَيْن، دون أيّ علامة بينهما.
- في الأسئلة المغلقة (متعددة الإجابات/الأمريكية)، يجب التعامل مع السؤال الذي أشّر فيه الطالب على أكثر من إجابة واحدة وكأنه لم يُجِب عنه إطلاقًا.

Use of punctuation in the answer key

;	Separates complete acceptable answers
( )	An optional addition that is part of an acceptable answer
/	Separates acceptable words within an answer

TASK 1: Access to information from spoken texts			
Task Item #	**Item Type**	**Answer Key**	**Coding Range**
1a	OP	1 = Sports Center 0 = other (no other option)	0, 1
1b	OP	1 = 4:00 0 = other (no other option)	0, 1
1c	OP	1 = finish poster 0 = other (no other option)	0, 1
1d	OP	1 = hear Dan Jones 0 = other (no other option)	0, 1
1e	OP	1 = school gate 0 = other (no other option)	0, 1
2	OP	3 = Micki's/his plans; what Micki/he is going to do; plans with Micki/his friends/Micki's friends; meetings/plans (for the next week); (school) activities; next week; meeting friends (to do things together) 1 = school; Micki; messages to Micki 0 = other	0, 1, 3

TASK 2: Access to information from spoken texts			
Task Item #	**Item Type**	**Answer Key**	**Coding Range**
3	OP	3 = The pupil marked the following **three** sentences **only**: - Turn off the lights - Bring lunch in a box - Recycle used paper 0 = other (no other option)	0, 3
4	CL	2 = (a) are not easy to recycle 0 = other	0, 2
5	OP	2 = (Put) a (blue) bag (for paper) in each/every classroom 1 = a bag for paper; a blue bag 0 = other	0-2
6	CL	2 = (a) recycling paper 0 = other	0, 2
7	CL	3 = (b) Save the Planet 0 = other	0, 3

التتمة على الصفحة التالية

TASK 3: Access to information from written texts			
Task Item #	**Item Type**	**Answer Key**	**Coding Range**
8	OP	4 = My Story 0 = other (no other option)	0, 4
9	CL	4 = (c) the writer of the book 0 = other	0, 4
10	OP	4 = (She wanted) to make new friends; (She wanted) to change her life; (She wanted) to meet new people; Diana made her meet new friends/ convinced her to try/told Kim she is (really) good at basketball 2 = She liked sports; new friends; change life OR copying a sentence that contains the right answer (e.g. "We'll meet new people there.") 0 = other (e.g. This was the beginning of her career as a basketball player; Because she was afraid to meet new people.)	0, 2, 4
11	OP	4 = Jane Lewis; Jane; Lewis; (basketball) coach 0 = other (no other option)	0, 4
12	CL	4 = (b) friendship 0 = other	0, 4

TASK 4: Access to information from written texts			
Task Item #	**Item Type**	**Answer Key**	**Coding Range**
13	CL	4 = (c) birthdays in different countries 0 = other	0, 4
14	OP	4 = give/buy/get (a) clock/(a) watch/(a) clock or (a) watch. 0 = other (e.g. money; presents)	0, 4
15	OP	4 = (that) someone who lives in the house has a birthday 2 = birthday 0 = other (e.g. birthdays are special)	0, 2, 4
16	CL	4 = (a) wrote email messages to 0 = other	0, 4
17	CL	4 = (c) eat special foods 0 = other	0, 4

التتمة على الصفحة التالية

TASK 5: Written presentation			
Task Item #	**Item Type**	**Answer Key**	**Coding Range**
18 CA Communicative Ability	OP	See instructions below	0-5
18 AC Accuracy	OP	See instructions below	0-3
Assess the pupils' writing according to the scales below. The pupils receive a grade for *Communicative Ability* (0-5) and a grade for *Accuracy* (0-3) for the entire task. **Note: The intermediate levels (2 and 4) are for levels of writing that fall between the detailed descriptions in *Communicative Ability*.**			

Communicative Ability	
• The information is relevant to the topic • Message is clear and organized • Vocabulary is varied and appropriate	**5**
	4
• Most information is relevant to the topic • Message is mostly clear and organized • Vocabulary is adequate and is generally appropriate	**3**
	2
• Information is limited and / or mostly irrelevant to the topic • Message is difficult to follow • Vocabulary is limited • Writes less than 25 words	**1**
• Only copies instructions • Writes set(s) of isolated words • Does not write in English	**0**

Accuracy	
• 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	**3**
• Inconsistent use of simple sentence structure (subject, verb, and correct word order) • Many 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**
• Incorrect simple sentence structure • Many errors of subject-verb agreement, tense, pronouns, articles, and prepositions OR • not enough language to assess accuracy	**1**
• Only copies instructions • Writes set(s) of isolated words • Does not write in English	**0**

التتمة على الصفحة التالية

TASK 6: Access to information from written texts			
Task Item #	**Item Type**	**Answer Key**	**Coding Range**
19	CL	4 = (b) a magazine for teenagers 0 = other	0, 4
20	CL	4 = (c) in the front 0 = other	0, 4
21	OP	2 = ground 0 = other (no other option)	0, 2
22a	OP	2 = What ride is the most popular? What ride do most people like the best? What is the favorite/best/most popular ride (at the amusement park)? 0 = other (e.g. What do you like the best? Why do you like the amusement park? What is the only reason to go to an amusement park?)	0, 2
22b	OP	2 = speed/going fast, feeling of danger (**Both answers must be given.**) 1 = speed/going fast; feeling of danger (**Only one answer is given.**) 0 = other (e.g. exciting)	0-2
22c	OP	3 = crazy (riders), noisy (riders), safe (riders) (**All three answers must be given.**) 2 = two correct answers 1 = one correct answer 0 = other (no other option)	0-3
23	OP	3 = name of rider + explanation (e.g. I am a crazy rider because I like to put my hands in the air/the ride is the best when you sit in the front.) 2 = explanation only (e.g. I like to scream.) 1 = name of a rider only (e.g. safe rider) 0 = other (e.g. I like roller coasters.) OR explanation doesn't support the type of rider (e.g. I am a ground rider because I love roller coasters.)	0-3

التتمة على الصفحة التالية

TASK 7: Written presentation			
Task Item #	**Item Type**	**Answer Key**	**Coding Range**
24 CA Communicative Ability	OP	See instructions below	0-5
24 AC Accuracy	OP	See instructions below	0-5
24 LE Length	OP	See instructions below	0-2
Assess pupils' writing according to the scales below. The pupils receive a grade for *Communicative Ability* (0-5), a grade for *Accuracy* (0-5) and a grade for *Length* (0-2) for the entire task. **Note: The intermediate levels (2 and 4) are for levels of writing that fall between the detailed descriptions in *Communicative Ability* and *Accuracy*.**			

Communicative Ability	
• All information is relevant to the topic • Message is clear and organized • Vocabulary is varied and is appropriate	**5**
	4
• Information is relevant to the topic, but limited • Message is mostly clear and organized • Vocabulary is adequate and is generally appropriate	**3**
	2
• Information is limited and/or mostly irrelevant to the topic • Message is difficult to follow • Vocabulary is limited	**1**
• Does not write in English • Copies instructions • Writes set(s) of isolated words	**0**

Accuracy	
• 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	**5**
	4
• Mostly correct simple sentence structure (subject, verb, and correct word order) • Errors in complex sentences if attempted • Some errors of subject-verb agreement, tense, pronouns, articles, and prepositions • Some errors in spelling, punctuation, and capitalization	**3**
	2
• Incorrect simple sentence structure • Many errors of subject-verb agreement, tense, pronouns, articles, and prepositions OR • not enough language to assess accuracy	**1**
• Does not write in English • Copies instructions • Writes set(s) of isolated words	**0**

Length	
Writes at least 80 words	**2**
Writes between 60-79 words	**1**
Writes less than 59 words	**0**

نصوص لفصل فهم المسموع (نص الشريط)

Task 1

مرحبًا بكم أيها الطلاب الأعزاء. يبدأ امتحان اللغة الإنجليزية بمهمّتين في فهم المسموع. في كل مهمّة تستمعون أولًا إلى قطعة وبعدها يُطلَب منكم أن تُجيبوا عن الأسئلة.

الآن تأملوا أسئلة المهّمة رقم 1.

المهمة رقم 1.

تلقّى ميكي، ابن الصفّ الثامن، ثلاث رسائل صوتيّة من أصدقائه.

استمعوا إلى الرسائل ثمّ أجيبوا باللغة الإنجليزية عن الأسئلة بحسب ما سَتَسْمَعُونَهُ.

ستستمعون إلى الرسائل الصّوتيّة مرّتين.

Answer machine voice: You have three new messages.

(Message 1) a boy

Hi Micki, this is Alon. Remember, there's a football game after school next Monday at 4 o'clock. Our school team is playing against the team from Arad. It's the last football game before the summer vacation. Let's meet at the sports center next to school, OK?

(Message 2) a boy

Hello Micki. It's Eyal. I need to talk to you about the poster for English class – the one about Jerusalem. We have to present the poster to the class next week so we need to finish it. We decided to meet next Tuesday afternoon to work on it, remember? See you in the English room after school on Tuesday at 2:30. Bye!

(Message 3) a boy

Hi Micki. It's Sami. I got your message and, yes... I can come with you to Sports Day next Wednesday afternoon. Dan Jones, the famous football player is going to be there. He's my favorite player on the Tel-Aviv football team and I'd really like to meet him. I heard that he is going to talk about his new book – My Game. The talk is in the school library at 5:00 but we can meet at the school gate at 4:30. Call me. Bye!

الآن أجيبوا عن الأسئلة.

الآن ستستمعون إلى الرسائل مرةً أخرى. وهذه فرصة جيّدة لكي تُراجعوا إجاباتِكم.

افحصوا الآن إجاباتِكم.

Task 2

الآن انتقلوا إلى المهمة رقم 2، وتأمّلوا الأسئلة من 3 إلى 7.

السيّدة غرين، معلمة العلوم، تعلِّم الآن في الصفّ الثامن.

ستستمعون إلى جزء من الدرس. أجيبوا باللغة الإنجليزية عن الأسئلة بحسب ما سَتَسْمَعونَهُ.

ستستمعون إلى الدرس مرّتين.

Transcript – a woman, a boy and a girl

Mrs. Green: Okay... next... For our class project, we are going to find out what we can do at school to help take care of our planet Earth. The Earth – the world that we live in – is in trouble. We can all do something to help. To begin with, we can all do three simple things here at school.

First, we can turn off all the lights when we leave the classroom. This saves electricity. Second, we can put any paper we don't need in the big blue bag next to the main office. The used paper is collected and made into new paper. We call this 'recycling' – taking something that has been used and making it usable again... like we do with plastic bottles. And third... we can bring our lunch in a box instead of a plastic bag. We do not need to use so many plastic bags. Think about it... There are 40 kids in this class... In just one week, we probably throw away more than 200 plastic bags.
Any questions or ideas? Yes, Elana.

Elana: What's wrong with plastic bags?

Mrs. Green: Plastic bags aren't like plastic bottles. It is very difficult to recycle plastic bags so we should try not to use them. We can find out more about using different bags for our class project. <<pause>> Mike...?

Mike: I have an idea about collecting paper. Let's put a blue bag in every classroom. That way it will be easier to collect the paper for recycling.

Mrs. Green: Great idea, Mike! I'll tell Mrs. Summers. Okay kids... So what are we going to do? Who remembers? Anna?

Anna: Turn off all the lights, recycle paper and bring our lunch in a box.

Mrs. Green: Exactly! Good job! Tomorrow we are going to learn about recycling paper. We're going to watch a movie about it. See you tomorrow!

الآن أجيبوا عن الأسئلة.

أنصتوا للدرس مرةً أخرى. هذه فرصة جيّدة لكي تفحصوا إجاباتِكم.

افحصوا الآن إجاباتِكم.

أَنهَيْنا المهمتين في فهم المسموع. نتمنى لكم النجاح في مُهمّات الامتحان الأخرى.

ج2. توجيهات لفحص الامتحان وحساب العلامات

عامّ

نقترح أن يَفحصَ امتحاناتِ كل صَفّ طاقم معلمي اللغة الإنجليزية التابع للمدرسة. كما نقترح أن يقوم مُركّزُ الموضوع أو مُركّزُ الطبقة أو مَن يكلّفه مدير المدرسة، بمرافقة هذه المهمة. يجب فحص الامتحانات بناءً على دليل الإجابات الذي أوردناه سابقًا (ج.1) والالتزام به بشكل كامل.

وسائل مُساعِدة لحِساب علامات "الميتساف" الداخلي ومَسْحها

تضع "راما" (السلطة القطرية للقياس والتقييم في التربية) تحت تصرف المدرسة أداتَيْن مُحَوسبتَيْن لحساب العلامات ومَسْح النتائج: **منظومة "المنباس"** / **"المنبسون"** وَ**"الميتساڤيت"** التي طوّرتها راما. هاتان الأداتان تحسبان العلامات على مستوى الطالب بشكل أوتوماتيكي، وتزودنا بمُعْطَيات يمكن مقارنتها بين مجموعات طلاب، وتمكننا من الحصول على رسوم تخطيطية على مستوى الصف أو الطبقة. هاتان الأداتان ملائمتان للمدارس التي أجرت الامتحان بكامله.

بالإضافة إلى هاتين الأداتين الإحصائيتَيْن، مرفقة مع دفتر الامتحان أداة يدوية لحساب المعطيات – **ورقة تركيز العلامات للطالب وورقة مسح صفّي** واللتان يمكن أن تعتبرا مرحلة تمهيدية (أداة مُساعِدة) قبل إدخال المعطيات إلى المنبسون أو إلى الميتساڤيت.

لكي يكون بالإمكان الحصول على صورة شاملة عن النتائج في المدرسة، يجب اتخاذ قرار موحّد بخصوص أداة معالجة المعطيات التي ستستخدمها المدرسة، أي يجب توجيه كافة المعلمين في المدرسة إلى **استخدام أداة مدرسية واحدة لتحليل جميع نتائج الميتساف الداخلي**: المنباس/المنبسون أو الميتساڤيت (أداة ترتكز على الإكسل). للتوصل إلى قرار مدرسي، يجب أن تؤخذ بعين الاعتبار مهارات كافة المعلمين في المدرسة في استخدام أدوات المعالجة المختلفة: استخدام أداة إكسل ملائم للمعلمين الذين يملكون خبرة مبدئية في استخدام برمجية إكسل، في حين أن استخدام المنبسون ملائم للمعلمين الذين يملكون خبرة أساسية في العمل مع مُرَكِّبات في المنبسون.

أ. فحص الامتحان وحساب العلامات بواسطة "المنباس" و"المنبسون"

لقد تمت ملاءمة منظومة المنباس وَالمنبسون لإدخال المعطيات من امتحانات الميتساف الداخلية، وهي تحتوي على واجهة تُمَكِّن المدرسة من استيعاب المعطيات من امتحانات الميتساف الداخلية مباشرة إلى المنبسون أو المنباس، من أجل إدخال علامات امتحانات الميتساف الداخلي. توثيق العلامات في المنباس/ المنبسون يمكّن من المحافظة عليها ودمجها ضمن برنامج التقييم الخاصّ بالمدرسة. بالإضافة إلى ذلك فإنّ توثيق العلامات في المنباس/المنبسون يتيح المجال أمام إصدار تقارير خاصة بالميتساف الداخلي والتي تشمل مقارنة مع المعطيات القطرية المبنية على معطيات الميتساف الخارجي.

لتلقي 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 (يفضّل التوجّه بعد الساعة 15:30) وفي يوم الجمعة ووقفات الأعياد من الساعة 07:30 وحتى الساعة 14:00، على الهاتف رقم: **03-9298111.**

البريد الإلكتروني للدعم الفني: moked-manbas@kishurim.k12.il

عنوان موقع مديرية تطبيقات "المنباس" على الشبكة: www.education.gov.il/manbas

ب. فحص الامتحان وحساب العلامات بواسطة "الميتساڤيت"

تضع السلطة القطرية للقياس والتقييم في التربية ("راما") تحت تصرف المدرسة برمجية "**ميتساڤيت صَفِّيَّة**" وبرمجية "**ميتساڤيت طَبَقِيَّة**" من أجل حساب النتائج في الميتساڤ الداخلي ومسحها. **برمجيات الميتساڤيت التي طُوِّرَت لكل واحد من امتحانات الميتساڤ الداخلي هي ملفات إكسل تَمَّت ملاءَمتها مع المبنى الخاص لكل امتحان**. الميتساڤيت الصَفِّيَّة تمكنكم من حساب علامات طلاب الصف في امتحان الميتساڤ الداخلي، وتزوّدكم بصورة عن وضع تحصيل الصف في الامتحان. أما الميتساڤيت الطَبَقِيَّة فتزودكم بمعطيات مختلفة: (1) عن علامات جميع الطلاب في الطبقة؛ (2) عن مقارنة بين نتائج الشُّعب المختلفة في امتحان الميتساڤ الداخلي؛ (3) عن مقارنة بين معطيات الطبقة ومعطيات مجموعات المقارنة القطرية (المعايير القطرية) المبنية على معطيات الميتساڤ الخارجي. ستنشر برمجيات الميتساڤيت على موقع راما على العنوان: http://rama.education.gov.il تحت العنوان **"מיצ"ב פנימי התשס"ט"** ("الميتساڤ الداخلي 2009") في فترة مواعيد إجراء امتحانات الميتساڤ الداخلي.

يمكن لبرمجيات الميتساڤيت أن تستبدل أو أن تكمل العمل الذي نُفِّذَ بواسطة أوراق التركيز اليدوي للعلامات، وهي مخصّصة للمعلمين الذين يملكون مهارات العمل على برمجية إكسل. المعلمون الذين لا يجيدون العمل على برمجية إكسل، من المفضل أن يستعملوا أوراق التركيز اليدوي للعلامات.

ج. فحص الامتحان وحِساب العلامات يدويًّا

لحساب العلامات يدويًا، يمكن الاستعانة **بورقة التركيز اليدوي للعلامات لكل طالب و/أو بورقة المسح الصفّي**. أوراق التركيز اليدوي للعلامات لجميع الطلاب (40 نسخة) وكذلك ورقة مسح صفيّ موجودة داخل المغلّف، على الصفحات 38-39 تجدون نموذجًا لورقة تركيز علامات كاملة، حُسِبَت فيها جميع علامات طالب واحد، ونموذجًا لورقة تركيز علامات فارغة. لقد تمّت ملاءمة هذه الوسيلة لإجراء الميتساڤ الداخلي، وكذلك لتمكين المعلمين من فحص الامتحانات بسهولة ونجاعة.

فيما يلي توجيهات لفحص الامتحان وحِساب العلامات يدويًّا:

1. توجيهات عامّة:

- فحص أسئلة الامتحان بحسب دليل الإجابات المرفق: إمكانيات تدريج كل بند أو كل سؤال محددة مسبقًا في الدليل ومسجلة بموجب ذلك في ورقة تركيز العلامات. يجب التأشير في ورقة تركيز العلامات على عدد العلامات التي قرر المصحح أن يعطيها لكل سؤال. فيما يلي عدد من الأمثلة.

أمثلة:

Task 4 السؤال 13 (سؤال مغلق): إجابة صحيحة، كما هو مبيّن في دليل الإجابات، تمنح الطالب 4 درجات. في هذه الحالة، يجب وضع دائرة حول الرقم 4 في ورقة تركيز العلامات، في السطر الخاص بهذا السؤال. إذا أخطأ الطالب أو لم يجب إطلاقًا عن السؤال فسيحصل على 0 درجات. في هذه الحالة يجب وضع دائرة حول الرقم 0 في ورقة تركيز العلامات في السطر الخاص بهذا السؤال.

Task 4 السؤال 15 (سؤال مفتوح): إجابة كاملة للطالب، كما هو مبيّن في الأمثلة في دليل الإجابات، تمنح الطالب 4 درجات. في هذه الحالة يجب وضع دائرة حول الرقم 4 في ورقة تركيز العلامات في السطر الخاص بهذا السؤال. إجابة جزئية، كما هو مفصل في الأمثلة في دليل الإجابات، تمنح الطالب درجتين. في هذه الحالة يجب وضع دائرة حول الرقم 2 في ورقة تركيز العلامات في السطر الخاص بهذا السؤال. إذا لم يجب الطالب إطلاقًا أو أخطأ في الإجابة فسيحصل على 0 درجات، وفي هذه الحالة يجب وضع دائرة حول الرقم 0 في ورقة تركيز العلامات في السطر الخاص بهذا السؤال.

السؤال 18 (سؤال مفتوح): يقيّم الطالب بحسب البعدين التاليين كلٍّ على حدة: Communicative Ability، وَ Accuracy. تنفيذ الطالب الكامل للبعد Communicative Ability، كما هو مبين في دليل الإجابات، يمنح الطالب 5 درجات. في هذه الحالة يجب وضع دائرة حول الرقم 5 في ورقة تركيز العلامات في السطر الخاص بهذا البعد في السؤال 18. 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 السؤال 18. إذا لم ينفذ الطالب المهمة أو نفذها بشكل غير مرض، فسيحصل على 0 درجات. في هذه الحالة يجب وضع دائرة حول الرقم 0 في ورقة تركيز العلامات في السطر الخاص بهذا السؤال.

- حكم السؤال الذي لم يُجب عنه الطالب مثل حكم الإجابة الخطأ. في هاتين الحالتين يحصل الطالب على صفر (0) درجات. ومع ذلك من المفضّل أن يسجل المعلم لنفسه الأسئلة التي لم يجب عنها الطلاب لكي يتمكن من خلالها معرفة المواضيع التي يواجه فيها الطلاب صعوبة أو أنهم لم يتعلموها.

2. توجيهات لحساب العلامة الكلية للطالب يدويًّا في كل موضوع في الامتحان

بعد إعطاء الدرجات التي يستحقها كل سؤال يجب حساب مجموع الدرجات التي حصل عليها الطالب في كل موضوع:

- العلامة في موضوع فهم المسموع (Access to information from spoken texts - AIST) تحسب بواسطة جمع الدرجات التي حصل عليها الطالب في المهمتين 1 وَ 2 (Task 1 + Task 2).
- العلامة في موضوع فهم المقروء (Access to information from written texts - AIWT) تحسب بواسطة جمع الدرجات التي حصل عليها الطالب في المهمات 3 وَ 4 وَ 6 (Task 3 + Task 4+ Task 6).
- العلامة في موضوع التعبير الكتابي (Written presentation - WP) تحسب بواسطة جمع الدرجات التي حصل عليها الطالب في المهمتين 5 وَ 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 تَمكُّن 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). الميتساڤيت والمنبسون تجريان الحسابات بشكل أوتوماتيكي.

3. توجيهات لحساب علامة الامتحان الإجمالية يدويًّا

- تحسب علامة الامتحان الإجمالية بواسطة جمع الدرجات التي حصل عليها الطالب في الامتحان في جميع المواضيع (AIST+AIWT+WP). مجال علامة الامتحان الإجمالية يتراوح بين 0 وَ 100.
- العلامة الإجمالية للطلاب الذين يعانون من مشاكل في السمع الذين لم يمتحنوا في القسم الأول من الامتحان (أي في فهم المسموع) تحسب بناء على القسم "ب" والقسم "ج" من الامتحان (Task 3-Task 7). يجب جمع عدد الدرجات الّتي حصل عليها الطالب في القسم "ب" وفي القسم "ج"، ثم تقسيم الحاصل على 80 (العلامة القصوى لهذين القسمين) وضرب الناتج في 100.

4. توجيهات لاستعمال ورقة المسح الصّفّيّ وحساب المعايير الصَّفّيّة

- لقد تم تخصيص ورقة المسح الصفي التي ستظهر لاحقًا لحساب المعايير الصفية على مستوى السؤال، وعلى مستوى الموضوع وعلى مستوى العلامة الإجمالية للامتحان. عند الانتهاء من فحص الامتحانات، نوصي بنسخ علامات كل طالب في الأسئلة التي تتبع لكل موضوع، وبعدها القيام بحساب المعدل العام لجميع الطلاب في الصف على مستوى الأسئلة، وعلى مستوى المواضيع وعلى مستوى الامتحان كله.
- انتبهوا إلى أنه تم ترتيب الأسئلة، في ورقة المسح الصفي، حسب المواضيع. ورقة المسح الصفي معروضة في هذه الكراسة كنموذج ومرفقة أيضا داخل المغلف لاستعمالك.
- معطيات مجموعات المقارنة (المعايير القطرية) **لا** تشمل الطلاب الذين يحصلون على دعم من برنامج الدمج. لذلك، لكي تقارنوا المعدل الصفي مع تلك المعطيات (بعد نشرها)، يجب حساب المعدل الصفي بدون هذه المجموعة من الطلاب.
- كذلك، من المفضل حساب المعدل الصفي الذي يشمل الطلاب الذين يعانون من عُسْر تعلّمي، وكذلك المعدل الصفي الذي لا يشمل هؤلاء الطلاب، خاصةً إذا كانت ظروف إجراء امتحانهم تختلف كليًا عن بقية الطلاب.

ج.3. ملاءمة فحص الامتحان لاحتياجات المدرسة

إعطاء علامة للممتحَن: الميتساف الداخلي معدّ للاستعمال الداخلي المدرسي ولذلك يمكن أن يكون أحد المركِّبات في حساب العلامة النهائية في الشهادة، وفق ما تقرره المدرسة. حتى وإن أجري الامتحان بصيغته الكاملة هناك إمكانية لحساب علامات الطلاب بطرق مختلفة. فيما يلي بعض الأفكار:

أ. إعطاء علامة بحسب مُجمل الأسئلة في الامتحان الأصلي. هذه العلامة تفسح المجال للمقارنة مع مجموعات المقارنة التي ستنشرها "راما".

ب. إعطاء علامة منفصلة بحسب التحصيل المتوقع في مدرستك في الصف السابع، وعلامة منفصلة بحسب التحصيل المتوقع في الصف الثامن – يلزم هذا الأمر إجراء الامتحان بصيغته الكاملة.

ج. بالنسبة إلى الطلاب الذين يعانون من مشاكل في السمع – يجب حساب علاماتهم بدون مهمات فهم المسموع.

د. إذا لم يتم إجراء الامتحان للطلاب بصيغته الكاملة يجب إدخال تغييرات على عدد الدرجات المخصّصة لكل سؤال، وذلك وفق ما يراه المعلم مناسبًا.

ج.4 المقارنة مع معطيات مجموعات المقارنة (معايير قطرية)

ستقوم "راما" بنشر معطيات مجموعات المقارنة بالاستناد على نتائج المدارس التي تقدّمت لامتحانات الميتساف الخارجية. تستطيع المدرسة مقارنة نتائجها مع نتائج مدارس شبيهة بها. وسيتم نشر شرح حول عملية المقارنة هذه على شبكة الإنترنت في موقع راما بعد عدة أشهر. تذكّروا، إذا قررتم إجراء أي تغيير في الامتحان (في مبناه، أو طريقة إجرائه، أو طريقة تقييمه) فلن تتمكنوا من مقارنة نتائجكم بنتائج مجموعات المقارنة.

ورقة تركيز العلامات للطالب

مثال لتعبئة ورقة تركيز العلامات للطالب (للحساب اليدوي) – اللغة الإنجليزية للصف الثامن – "ميتساف" داخلي 2009

يجب التأشير على عدد الدرجات التي حصل عليها الطالب في كل سؤال كما هو مفصّل في دليل الإجابات.

اسم الطالب/ة: **نور** الصف: **8ب**

	Access to information from spoken texts (AIST)	الدرجات					
Task 1	سؤال 1a	0	(1)				
	سؤال 1b	0	(1)				
	سؤال 1c	0	(1)				
	سؤال 1d	0	(1)				
	سؤال 1e	0	(1)				
	سؤال 2	(0)	1		3		
Task 2	سؤال 3	0			(3)		
	سؤال 4	0		(2)			
	سؤال 5	(0)	1	2			
	سؤال 6	(0)		2			
	سؤال 7	0			(3)		
	مجموع الدرجات	13					

	Written presentation (WP)	الدرجات					
Task 5	سؤال 18CA	0	1	3	3	(4)	5
	سؤال 18AC	0	1	2	(3)		
Task 7	سؤال 24CA	0	1	2	3	(4)	5
	سؤال 24AC	0	1	2	3	4	(5)
	سؤال 24LE	0	1	(2)			
	مجموع الدرجات	18					

	Access to information from written texts (AIWT)	الدرجات					
Task 3	سؤال 8	0				(4)	
	سؤال 9	0				(4)	
	سؤال 10	0		2		(4)	
	سؤال 11	0				(4)	
	سؤال 12	(0)				4	
Task 4	سؤال 13	0				(4)	
	سؤال 14	0				(4)	
	سؤال 15	0		(2)		4	
	سؤال 16	0				(4)	
	سؤال 17	0				(4)	
Task 6	سؤال 19	0				(4)	
	سؤال 20	0				(4)	
	سؤال 21	(0)		2			
	سؤال 22a	0		(2)			
	سؤال 22b	0	1	(2)			
	سؤال 22c	0	(1)	2	3		
	سؤال 23	0	1	2	(3)		
	مجموع الدرجات	50					

العلامة بالنسبة المئوية	$\frac{(13)}{20}\times 100 =$ **65** %	$\frac{(50)}{60}\times 100 =$ **83** %	$\frac{(18)}{20}\times 100 =$ **90** %
	AIST	AIWT	WP
العلامة الإجمالية	**81** درجة (مجموع الدرجات في المواضيع: AIST +AIWT+WP)		

ورقة تركيز العلامات للطالب

(نُسخ عن هذه الورقة مرفقة في المغلّف)

ورقة تركيز العلامات للطالب (للحساب اليدوي) – اللغة الإنجليزية للصف الثامن – "ميتساف" داخلي 2009

يجب التأشير على عدد الدرجات التي حصل عليها الطالب في كل سؤال كما هو مفصّل في دليل الإجابات.

اسم الطالب/ة: _____ الصف: _____

	Access to information from spoken texts (AIST)	الدرجات				
Task 1	سؤال 1a	0	1			
	سؤال 1b	0	1			
	سؤال 1c	0	1			
	سؤال 1d	0	1			
	سؤال 1e	0	1			
	سؤال 2	0	1		3	
Task 2	سؤال 3	0			3	
	سؤال 4	0		2		
	سؤال 5	0	1	2		
	سؤال 6	0		2		
	سؤال 7	0			3	
	مجموع الدرجات					

	Written presentation (WP)	الدرجات					
Task 5	سؤال 18CA	0	1	3	3	4	5
	سؤال 18AC	0	1	2	3		
Task 7	سؤال 24CA	0	1	2	3	4	5
	سؤال 24AC	0	1	2	3	4	5
	سؤال 24LE	0	1	2			
	مجموع الدرجات						

	Access to information from written texts (AIWT)	الدرجات				
Task 3	سؤال 8	0				4
	سؤال 9	0				4
	سؤال 10	0		2		4
	سؤال 11	0				4
	سؤال 12	0				4
Task 4	سؤال 13	0				4
	سؤال 14	0				4
	سؤال 15	0		2		4
	سؤال 16	0				4
	سؤال 17	0				4
Task 6	سؤال 19	0				4
	سؤال 20	0				4
	سؤال 21	0		2		
	سؤال 22a	0		2		
	سؤال 22b	0	1	2		
	سؤال 22c	0	1	2	3	
	سؤال 23	0	1	2	3	
	مجموع الدرجات					

العلامة بالنسبة المئوية	$\frac{(\ \ )}{20}\times 100 = ___\%$	$\frac{(\ \ )}{60}\times 100 = ___\%$	$\frac{(\ \ )}{20}\times 100 = ___\%$
	AIST	AIWT	WP
العلامة الإجمالية	____ درجة (مجموع الدرجات في المواضيع: AIST +AIWT+WP)		

ورقة المسح الصفي – اللغة الإنجليزية للصف الثامن "ميتساف" داخلي 2009

Access to information from written texts (AIWT)										Access to information from spoken texts (AIST)											اذكر إذا كان الطالب عاديًّا، مدمجا أو ذا مشاكل في السمع	
TASK 4					TASK 3						TASK 2					TASK 1						
17	16	15	14	13	12	11	10	9	8	AIST Score	7	6	5	4	3	2	1e	1d	1c	1b	1a	رقم السؤال / اسم الطالب
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																						2
																						3
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يجب كتابة عدد الدرجات التي حصل عليها الطالب في كل سؤال كما هو مفصّل في دليل الإجابات.

Total Score	Written presentation (WP)						Access to information from written texts (AIWT)								
		TASK 7			TASK 5			TASK 6							
	WP Score	24 LE	24 AC	24 CA	18 AC	18 CA	AIWT Score	23	22c	22b	22a	21	20	19	رقم السؤال / اسم الطالب
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															2
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المعدل الصفي لجميع الطلاب: _____ المعدل الصفي بدون الطلاب المدمجين : _____

الفصل د: الاستفادة من الامتحان

Guidelines for English Eight Grade Meitzav 2009

Introduction

Overview

The Hebrew acronym *Meitzav* (מדדי יעילות וצמיחה בית ספרית) has been translated into GEMS (Growth and Effective Measures of Schools). As reflected in the name, GEMS consists of 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 of GEMS, and integrate the information to provide a more comprehensive picture of their school in terms of achievement in the core subjects (Hebrew/Arabic, Mathematics, English, Science), school climate and pedagogical environment.

The internal *Meitzav* English test covers two domains in the English curriculum – Access to Information and Presentation. (The domain of Social Interaction is assessed on a sample of schools.) 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 three parts due to both logistic and pedagogical considerations. The first part is composed of two listening texts (of graduated level of difficulty) designed to assess the benchmarks in the domain of Access to Information from oral texts. The second part is composed of two reading texts (of graduated level of difficulty) that are designed to assess the benchmarks in the domain of Access to Information from written texts, as well as one written task designed to assess benchmarks in the domain of Presentation. The third part is composed of one reading task (most demanding) that is designed to assess the benchmarks in the domain of Access to Information from written texts and one written task (more demanding than the previous written task) designed to assess benchmarks in the domain of Presentation.

The purpose of these guidelines is to provide teachers with a better understanding of the aims of the *Meitzav* English test and the test content, as well as to enable them to make use of the test results in their classroom teaching. Included in this guide is a mapping of the test together with a detailed Answer Key for grading

student performance. It also presents analyzed samples of student performance, including common errors as well as pedagogical recommendations for classroom teaching. This analysis may serve teachers in analyzing and interpreting the results of their classes, in diagnosing students' strengths and weaknesses, as well as in allowing comparison of performance against national norms.

Ministry Publications

The ministry provides a number of publications that you will find helpful in your teaching. The Ministry site for English can be found at the following URL:
http://www.education.gov.il/english
The following are short descriptions of relevant publications with links to each.

National English Curriculum

"The goal of this new curriculum is to set standards for four domains of English language learning: social interaction; access to information; presentation; and appreciation of literature and culture, and language. According to this curriculum, by the end of twelfth grade, pupils should be able to:

- interact effectively in a variety of situations,
- obtain and make use of information from a variety of sources and media,
- present information in an organized manner,
- appreciate literature and other cultures and the nature of language."

Online: http://www.education.gov.il/tochniyot_limudim/eng1.htm#2_2

Curriculum for Pupils with Special Needs

"The purpose of the booklet is to serve as a guide for the modification and implementation of the National English Curriculum (2001) for students with disabilities."
Online: http://cms.education.gov.il/NR/rdonlyres/4484CB64-E1CC-4DDE-B38C-D0C704E538F4/71242/English0137.pdf

Assessment Guidelines 2001

"This booklet seeks to explain the principles of classroom assessment as outlined in Section One of the English Curriculum: Principles and Standards for Learning English as a Foreign Language for All Grades (Ministry of Education, 2001, pp. 19-20). It focuses on a performance-based approach to education in general and classroom assessment in particular, and is closely connected to the Curriculum's underlying principles."
Online:
http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/English/Publications/Assessment_Guidelines/

Bank of Performance Tasks for Junior High School

"The tasks in the bank cover a range of benchmarks at the intermediate level and are intended to enhance the repertoire of available instruments for assessing students. Student performance on the various tasks provides the teacher with information as to student language development and achievement. The tasks also serve as models for teachers wishing to develop their own performance tasks."

Online:

http://cms.education.gov.il/EducationCMS/Units/Rama/maagaraimesimot/MaagreMesimot/MaagarMisimot.htm

Mapping of the English Meitzav Test

Introduction

The mapping of the test consists of the following: a) an overview of each of the tasks, b) the text itself (where relevant), and c) item information relating to levels of comprehension[1] and levels of difficulty[2], or a scoring rubric (where relevant).

For the tasks related to the domain of Access to Information from oral texts, the overview includes the following: a) a description of the text (text type, topic, linguistic aspects, length of texts), b) the transcript of the text and test items (number and type), c) suggestions for administration and d) pedagogical recommendations for classroom teaching.

For the tasks related to the domain of Access to Information from written texts, the overview includes the following: a) a description of the text (text type, topic, linguistic aspects, length of texts) and test items (number and type), b) suggestions for administration and c) pedagogical recommendations for classroom teaching. For the tasks related to the domain of Presentation a detailed scoring rubric is included for each of the two tasks (Tasks 5 and 7).

[1] **Levels of Comprehension:**
Literal: 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 students' 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] **Levels of Difficulty:** The level of difficulty for each item is given on a scale of 1 to 4, where 1 represents a low level of difficulty and 4 represents a high level of difficulty. The levels of difficulty were calculated based on empirical data. The level of difficulty is established by calculating the percent of correct answers for a particular item. For example, the low level of difficulty (1) means that 85%-100% of students answered correctly.

1= 85%-100%
2= 65%-84%
3= 40%-64%
4= 20%-39%

Part A

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

Task 1

Discourse features (text description)

Text type: Voice messages

Topic: Messages from friends

Linguistic aspects of text: High frequency vocabulary, basic sentence structure

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

Item description

Total number of test items: 6

Item types: Table (fill in details using a word bank); sentence completion

Administration

The students hear the text twice and read the instructions. (Instructions are given in Hebrew/Arabic on the tape and appear in English and in Hebrew/Arabic on the test paper.)

Recommendations:

- Allow time prior to listening for students to read the questions.
- Encourage students to check their answers prior to the second listening; time is allotted for this on the recording.
- Encourage students to check their answers after completing the task.

Transcript

Answer machine voice: *You have three new messages.*

(*Message 1*) *a boy*

Hi Micki, this is Alon. Remember, there's a football game after school next Monday at 4 o'clock. Our school team is playing against the team from Arad. It's the last football game before the summer vacation. Let's meet at the sports center next to school, OK?

(*Message* 2) *a boy*

Hello Micki. It's Eyal. I need to talk to you about the poster for English class – the one about Jerusalem. We have to present the poster to the class next week so we need to finish it. We decided to meet next Tuesday afternoon to work on it, remember? See you in the English room after school on Tuesday at 2:30. Bye!

(*Message* 3) *a boy*

Hi Micki. It's Sami. I got your message and, yes…I can come with you to Sports Day next Wednesday afternoon. Dan Jones, the famous football player is going to be there. He's my favorite player on the Tel-Aviv football team and I'd really like to meet him. I heard that he is going to talk about his new book – My Game. The talk is in the school library at 5:00 but we can meet at the school gate at 4:30. Call me. Bye!

Analysis of the transcript

The considerations in designing this task were as follows:

(a) The text type of messages is common and therefore assumed to be part of a student's repertoire of knowledge.
(b) Although there are three texts, the task requires the student to integrate the information.
(c) The information in the messages relates to the experiences of eighth grade students and is assumed to be familiar to all.
(d) The messages are characterized by simple tenses and the imperative voice.
(e) Sentences in messages are usually short and to the point.

Item breakdown

Item information	**Answer Key**
Items 1.a – 1.e *Benchmarks:* Understand the main ideas and supporting details in a text Locate relevant information *Level of comprehension:* Literal *Estimated level of difficulty:* 1.1 – 1 1.2 – 1 1.3 – 1 1.4 – 1 1.5 – 1	1a 1 = Sports Center 0 = other (no other option) 1b 1 = 4:00 0 = other (no other option) 1c 1 = finish poster 0 = other (no other option) 1d 1 = hear Dan Jones 0 = other (no other option) 1e 1 = school gate 0 = other (no other option)
Sample analysis of this item *The item:* Help Miki complete his weekly diary using the word bank below. *Item characteristics:* Fill in a table *Considerations when designing the item:* This item assesses the ability to listen to a short text for general meaning and specific details. In addition, it assesses the ability to transfer pertinent information to a diary entry relating to day of the week, activity, place and time. Because successful performance on a	

listening task relies on short term memory, a word bank has been provided.

Analysis of students' performance:
Successful performance indicates that the student has located and understood the relevant information and has correctly transferred it into the diary entry. Students may confuse days of the week, activities, places and/or times. This may indicate that they have not found or understood the relevant information in the text and/or have not understood where to transfer that information in the diary entry.

Item information	**Answer Key**
Item 2 *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Integration *Estimated level of difficulty:* 2	3 = Micki's/his plans; what Micki/he is going to do; plans with Micki/his friends/Micki's friends; meetings/plans (for the next week); (school) activities; next week; meeting friends (to do things together) 1 = school; Micki; messages to Micki 0 = other

Sample analysis of this item
The item:
All the messages are about _____.

Item characteristics:
Sentence completion

Considerations when designing the item:
This item assesses the ability to listen to three thematically linked texts and identify their common features. This requires the integration of information from all three messages.

Analysis of students' performance:
Successful performance indicates that the student has identified the common topic of all three texts. Students who answer incorrectly may have focused solely on specific features of any one of the messages.

General pedagogical recommendations for classroom teaching related to Task 1 and based on items 1-2

A. Have your students practice their listening skills by using a variety of oral texts of differing lengths and levels of difficulty.
B. Skills to work on with your students:
   - identifying topics (first at the paragraph level and then at the text level)
   - differentiating main ideas from supporting details
   - classifying and categorizing (e.g. activity, place, time)
   - practicing information transfer (e.g. filling in a table)

C. Items to practice with your students:
   - items that tap into the global aspects of a text (e.g. topic, main idea)
   - items that tap into the supporting ideas and details of a text (e.g. examples, data)

Task 2

Discourse features (text description)

Text type: Classroom lesson
Topic: Science lesson about taking care of the environment
Linguistic aspects of text: High frequency vocabulary; simple, compound and complex sentence structure; basic tenses; modals
Length of text: Approximately 150 seconds

Item description

Total number of test items: 5
Item types: Closed – multiple-choice (tick the correct answers from a list); multiple-choice – 3 items, each with 3 options (one correct answer and two distracters); open question – 1 item

Administration

The students hear the text twice and read the instructions. (Instructions are given in Hebrew/Arabic on the tape and appear in English and in Hebrew/Arabic on the test paper.)
Recommendations:

- Allow time prior to listening for students to read the questions.
- Encourage students to check their answers prior to the second listening; time is allotted for this on the recording.
- Encourage students to check their answers after completing the task.

Transcript

Mrs. Green*: Okay…next…For our class project, we are going to find out what we can do at school to help take care of our planet Earth. The Earth – the world that we live in – is in trouble. We can all do something to help. To begin with, we can all do three simple things here at school.*
First, we can turn off all the lights when we leave the classroom. This saves electricity. Second, we can put any paper we don't need in the big blue bag next to the main office. The used paper is collected and made into new paper. We call this 'recycling' – taking something that has been used and making it usable again…like we do with plastic bags. We do not need to use so many plastic bags. Think about it…There are 40 kids in this class…In just one week, we probably throw away more than 200 plastic bags.
Any questions or ideas? Yes, Elana.

Elana: *What's wrong with plastic bags?*
Mrs. Green: *Plastic bags aren't like plastic bottles. It is very difficult to recycle plastic bags so we should try not to use them. We can find out more about using different bags for our class project. <<pause>> Mike…?*
Mike: *I have an idea about collecting paper. Let's put a blue bag in every classroom. That way it will be easier to collect the paper for recycling.*
Mrs. Green: *Great idea, Mike! I'll tell Mrs. Summers. Okay kids…So what are we going to do? Who remembers? Anna?*
Anna: *Turn off all the lights, recycle paper and bring our lunch in a box.*
Mrs. Green: *Exactly! Good job! Tomorrow we are going to learn about recycling paper. We're going to watch a movie about it. See you tomorrow!*

Analysis of the transcript

Mrs. Green is giving a science lesson about ways of contributing to saving the Earth. She talks about saving electricity, recycling paper and collecting bottles. It is an integrative text in that it requires listeners to understand the structure of a science lesson. The topic is familiar to the students as it is an issue that is widely discussed in schools today.

(a) The text type of a science lesson is familiar to students.
(b) The content is not only familiar but it is also an important topic that should be continually on the public agenda.
(c) Redundancy has been included in this text for reasons of authenticity and to support listening comprehension.

Item breakdown

Item information	**Answer Key**
Item 3 *Benchmark:* Understand the general meaning, main ideas and sequence of events in a text *Level of comprehension:* Literal *Estimated level of difficulty:* 2	3 = The pupil marked the following **three** sentences **only**: • Turn off the lights • Bring lunch in a box • Recycle used paper 0 = other (no other option)
Sample analysis of this item *The question:* What does the teacher tell the class to do? Tick (√) the **three** correct answers. *Item characteristics:* Multiple-choice	

Considerations when designing the item:
The information in the text is presented in a sequence. In order to respond to the item students need to be able to follow the sequence. They can do this by being aware of and exploiting the markers of sequence ('first', 'second', 'third'). The information is 'recycled' in Anna's summing up of what she has learned.

Analysis of students' performance:
Successful performance indicates that the student has been able to identify and understand the main ideas as they are presented in sequence. Students who marked less than three answers may have missed some of the information or may not have followed the entire sequence. Students who chose either one or both distracters might have picked up on single words or phrases but have not understood the idea.

Item information	**Answer Key**
Item 4 *Benchmarks:* Understand the general meaning, main ideas and sequence of events in a text Identify explicit opinions and feelings *Level of comprehension:* Literal *Estimated level of difficulty:* 2	2 = (a) are not easy to recycle 0 = other (no other option)

Sample analysis of this item
The question:
Plastic bags _____.

Item characteristics:
Closed (multiple-choice)

Considerations when designing the item:
This item was designed to tap into the ability to understand a detail and the contrasting ideas relating to plastic bottles versus plastic bags.

Analysis of students' performance:
Successful performance indicates that the student has understood the ease of recycling plastic bottles as opposed to plastic bags. Students who chose either one of the distracters have picked up on isolated words but have not understood the idea.

Item information	Answer Key
Item 5 *Benchmark:* Understand the general meaning, main ideas and sequence of events in a text *Level of comprehension:* Literal *Estimated level of difficulty:* 2	2 = (Put) a (blue) bag (for paper) in each/every classroom 1 = a bag for paper; a blue bag 0 = other

Sample analysis of this item

The question:

What is Mike's idea?

Item characteristics:

Open question

Considerations when designing the item:

This item was designed to tap into the ability to identify recommendations, specifically through the use of 'let's'. It is also designed to tap into the student's ability to identify the topic of the recommendation (i.e. a way to collect paper) and the specific suggestion (i.e. putting a blue bag in every classroom).

Analysis of students' performance:

Successful performance indicates that the student has identified and understood the topic and the specific recommendation. Students who answered incorrectly may not have understood the question, may not have identified and/or understood the recommendation, and/or may have given insufficient information (e.g. 'a bag' instead of 'a bag in every classroom').

Item information	Answer Key
Item 6 *Benchmark:* Understand the general meaning, main ideas and sequence of events in a text *Level of comprehension:* Literal *Estimated level of difficulty:* 2	2 = (a) recycling paper 0 = other (no other option)

Sample analysis of this item

The question:

The class is going to see a movie about _____.

Item characteristics:

Multiple-choice

Considerations when designing the item:

This item requires the student to integrate information given in two sentences. The first presents the topic that they will learn about and the second mentions the fact that they will see a movie related to that topic. To answer successfully the student also needs to understand the use of the present progressive as marking a future event (also marked by the time expression 'tomorrow'), and be able to retrieve the referent of 'it' (i.e. recycling paper).

Analysis of students' performance:

Successful performance indicates that the student has integrated the information presented in two consecutive sentences and has successfully retrieved the referent of the pronoun 'it'. Students who answered incorrectly either have not understood the question or have not been able to integrate information from two sentences. Another possibility is that students may not have successfully retrieved the referent 'it' or understood the future time frame.

Item information	Answer Key
Item 7 *Benchmark:* Understand the general meaning, main ideas and sequence of events in a text *Level of comprehension:* Inference *Estimated level of difficulty:* 3	2 = (b) Save the Planet 0 = other (no other option)

Sample analysis of this item

The question:

A good name for the class project is _____.

Item characteristics:

Multiple-choice

Considerations when designing the item:

This item is designed to tap into the students' global understanding of the topic of the project. The name of the project can be equated with the requirement of identifying the topic of the text.

Analysis of students' performance:

Successful performance indicates that the student has identified and understood the topic. Students who incorrectly chose the distracter 'Keep Our School Clean' may have understood that it is necessary to keep the school clean, but have not generalized from this to protecting the Earth. Students who chose the distracter 'Recycling Plastic' have focused on a specific example, but have not understood the generalization.

General pedagogical recommendations for classroom teaching related to Task 2 and based on items 3-7

A. Have your students practice their listening skills by using a variety of oral texts of differing lengths and levels of difficulty.
B. Skills to work on with your students:
   - identifying topics (first at the paragraph level and then at the text level)
   - identifying text organization (listing, sequence, cause and effect, comparison and contrast, etc.)
   - differentiating main ideas from supporting details
   - classifying and categorizing (e.g. activity, place, time)
   - recognizing connectors that signal organization (e.g. first, second, finally, therefore, as a result of, like, in contrast to, etc.) and connectors that indicate a time frame
   - using 'reference words' (e.g. 'it', 'this', 'that') to support understanding and applying strategies for retrieving their referents
   - recognizing markers of negation
   - practicing information transfer (e.g. filling in a table)
   - using graphic organizers such as Venn diagrams
C. Items and questions to practice with your students:
   - items that tap into the global aspects of a text (e.g. topic, main idea)
   - items that tap into the supporting ideas and details of a text (e.g. examples, data)

Part B

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

Task 3

Discourse features (text description)

Text type: Cover of a book

Topic: Making friends

Linguistic aspects of text: High frequency vocabulary, basic sentence structure, present simple and present progressive tenses

Length of text: 59 words.

Analysis of the text

Partial summaries and recommendations for reading are usually found on the back covers of books. The graphics in the text depict a book cover, with the name of the book and the author on the spine of the book. The book is written by Kim Gold, who is now an adult. She writes about her experience making friends when she was young; she succeeded in making new friends by joining the basketball team. This was also the beginning of her career as a basketball player.

Item description

Total number of test items: 5

Item types: Multiple-choice -2 items; open questions - 3 items

Administration

Encourage students to read the instructions (instructions appear in English and Hebrew/Arabic). Encourage students to check their answers.

Item information	Answer Key
Item 8 *Benchmark:* Understand the structure and conventions of different text types *Level of comprehension:* Literal *Estimated level of difficulty:* 1	4 = My Story 0 = other (no other option)

Sample analysis of this item

The question:

What is the name of the book?

Item characteristics:

Open question

Considerations when designing the item:

In order to answer the question regarding the title the student needs to be familiar with the convention of writing the title of a book on the spine of its cover.

Analysis of students' performance:

Successful performance indicates that the student is familiar with the convention of writing the title of a book on the spine of the book. Students who have answered incorrectly may not have understood the question, may not have equated the word 'name' in the question with the 'title' of the book or are not familiar with the conventions of book covers.

Item information	Answer Key
Item 9 *Benchmark:* Understand the structure and conventions of different text types *Level of comprehension:* Literal *Estimated level of difficulty:* 2	4 = (c) the writer of the book 0 = other (no other option)

Sample analysis of this item

The question:

Kim Gold is _____.

Item characteristics:

Multiple-choice

Considerations when designing the item:

In order to answer this question (who Kim Gold is), the students need to be familiar with the conventions of writing the author of a book on the spine of its cover and with the fact that the author can be identified by the word 'by'.

Analysis of students' performance:

Successful performance indicates that the student is familiar with the convention of writing the title and the author on the spine of the book and has understood the role of the word 'by'. The student may have reached this conclusion from the last paragraph, which tells the reader that Kim wrote the book. Students who incorrectly chose the distracter 'a basketball coach' have found the words 'basketball coach' at the bottom of the book cover but have not integrated the name preceding it. Students who incorrectly chose the distracter 'a teenager' may have understood that the book is written for teenagers and about Kim Gold when she was a teenager, but have not integrated the information in the last paragraph giving her current age.

Item information	Answer Key
Item 10 *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Literal *Estimated level of difficulty:* 2	4 = (She wanted) to make new friends; (She wanted) to change her life; (She wanted) to meet new people; Diana made her meet new friends/ convinced her to try/told Kim she is (really) good at basketball 2 = She liked sports; new friends; change life OR copying a sentence that contains the right answer (e.g. "We'll meet new people there.") 0 = other (e.g. This was the beginning of her career as a basketball player; Because she was afraid to meet new people.)

Sample analysis of this item

The question:

Why did Kim Gold join the basketball team?

Item characteristics:

Open question

Considerations when designing the item:

Students are required to integrate information from the first paragraph, which includes Kim's problem, i.e. being shy and afraid to meet new people; Diana's desire to help her (referent Kim) make new friends; and Diana's subsequent recommendation presented through 'let's'. In addition there is an implied cause-effect relationship that if they join the basketball team they will meet new people there.

Analysis of students' performance:

Successful performance indicates that the student has integrated the information from the first paragraph and has identified and understood the recommendation and the implied cause-effect relationship. The student has also successfully retrieved the referents of 'her', 'I' and 'we'. Students who answered incorrectly may not have understood the question (that 'why' demands a cause or reason), or they may not have integrated information but rather picked up on details (e.g. 'we both like sports'), which do not describe the cause or reason.

Item information	Answer Key
Item 11 *Benchmark:* Understand the structure and conventions of different text types *Level of comprehension:* Literal *Estimated level of difficulty:* 3	4 = Jane Lewis; Jane; Lewis; (basketball) coach 0 = other (no other option)

Sample analysis of this item

The question:

Who says that this is a good book for young people to read?

Item characteristics:

Open question

Considerations when designing the item:

This item taps into the students' knowledge of text type, specifically that recommendations for books are often given in quotations and appear at the end of the synopsis.

Analysis of students' performance:

Successful performance indicates that the student has knowledge of the text type and knows where to locate the relevant information. Students who answered incorrectly may not have understood the question, may not have been able to locate the necessary information and/or equate the quote with a recommendation.

Item information	Answer Key
Item 12 *Benchmark:* Understand the structure and conventions of different text types *Level of comprehension:* Inference *Estimated level of difficulty:* 2	4 = (b) friendship 0 = other (no other option)

Sample analysis of this item

The question:

The book is about _____.

Item characteristics:

Multiple-choice

Considerations when designing the item:

The item is designed to tap into the students' global understanding of the topic of the book. The topic is summarized in the synopsis on the back cover of the book.

Analysis of students' performance:

Successful performance indicates that the student has identified and understood the topic of the text. Students who incorrectly chose the distracter 'sports teams' may have picked up on the fact that Kim was involved in sports, but have not understood that sports were a vehicle for friendship. Students who incorrectly chose the distracter 'being famous' may have picked up on the fact that Kim is a career basketball player, but have not understood that the book relates to her earlier experiences. Students who incorrectly chose the distracter 'Diana's life' may have inferred from the title that 'My Story' is about someone's life but have misidentified the main protagonist.

General pedagogical recommendations for classroom teaching related to Task 3 and based on items 8-12

A. Provide your students with many opportunities for reading a wide variety of texts independently. Have your students practice their reading skills by using a variety of texts of differing lengths and levels of difficulty. Pay particular attention to working with texts that contain at least 95% of familiar vocabulary.
B. Skills to work on with your students:
    - recognizing different text types through previewing the text
    - recognizing the general features of books (e.g. title, author, illustrator, summary, recommendations, etc.) and where this information can be found (spine, back cover, title page)
    - recognizing markers that supply information about a book (e.g. 'by' signals the author)
    - differentiating main ideas from supporting details
    - integrating detailed information into a (sub)topic or claim
    - identifying cause-effect relationships (both implicit and explicit)
C. Items and questions to practice with your students:
    - items that tap into the global aspects of a text (e.g. topic, main idea)
    - items that tap into the supporting ideas and details of a text (e.g. examples, data)
    - wh- questions and yes/no questions

Task 4

Discourse features (text description)

Text type: Email

Topic: Birthday celebrations

Linguistic aspects of text: High frequency vocabulary, basic sentence structure, present and future tenses, imperative

Length of text: First email: 91 words; second email: 108 words; total 199 words

Item description

Total number of test items:

Item types: Multiple-choice – 3 items; open questions – 1 item; sentence completion – 1 item

Administration

Encourage students to read the instructions (instructions appear in English and Hebrew/Arabic). Encourage students to check their answers.

Item information	Answer Key
Item 13 *Benchmark:* Understand main ideas and supporting details *Level of comprehension:* Integration *Estimated level of difficulty:* 1	4 = (c) birthdays in different countries 0 = other (no other option)

Sample analysis of this item

The question:

The topic of the email message is _____.

Item characteristics:

Multiple-choice

Considerations when designing the item:

Students are familiar with the conventions of an email message and with birthday celebrations. The item is designed to tap into the students' ability to identify the topic based on the information they read in the text (including the subject line of an email message).

Analysis of students' performance:

Successful performance indicates that the student has identified and understood the topic. The student is able to identify the common theme in both messages. Students who chose 'teens around the world' have understood that the website is for teenagers but have not been able to identify the specific theme (birthdays). Students who chose 'foods for special days' have focused on one of the details in the text (food) but have not made the connection to birthdays. Students who chose 'families around the world' have over-generalized; they may have picked up the idea from the subject line, but have not understood that reference to family in the text is only from the viewpoint of teens and birthday celebrations.

Item information	Answer Key
Item 14 *Benchmark:* Understand main ideas and supporting details *Level of comprehension:* Literal *Estimated level of difficulty:* 2	4 = give/buy/get (a) clock/(a) watch/(a) clock or (a) watch 0 = other (e.g. money; presents)

Sample analysis of this item

The question:

"When Chinese people _____on a birthday, it is **bad** luck."

Item characteristics:

Sentence completion

Considerations when designing the item:

The item was designed to tap into the students' ability to identify a detail within the text.

Analysis of students' performance:

Successful performance indicates that the student has identified the detail in the text. Students who answered incorrectly may not have understood the time clause that begins with 'when', and that 'it' refers to the required answer, i.e. give/buy/get a clock/watch. They may have mistakenly chosen 'money' or 'presents' as they have understood that this is also a custom, but not that these items do not bring bad luck.

Item information	Answer Key
Item 15 *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Literal *Estimated level of difficulty:* 3	4 = (that) someone who lives in the house has a birthday 2 = birthday 0 = other (e.g. birthdays are special)

Sample analysis of this item

The question:

Inga saw a flag on her neighbor's roof. What does the flag show?

Item characteristics:

Open question

Considerations when designing the item:

Students need to recognize the supporting details that provide more information about the general idea of having a birthday. The item taps into the students' ability to recognize that the referent of 'this' is found in the previous sentence, i.e. putting a Swedish flag on the roof.

Analysis of students' performance:

Successful performance indicates that the student has integrated information in two consecutive sentences and has correctly retrieved the referent of 'this'. Students who answered incorrectly either did not understand the question or gave insufficient/vague information, such as 'birthday'. They might not have understood the referent or may not have been able to decode the complex sentence (finding the subject-verb-object) and may not have understood that they are to include the subject-verb-object of the subordinate clause.

Item information	Answer Key
Item 16 *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Integration *Estimated level of difficulty:* 2	4 = (a) wrote email messages to 0 = other (no other option)

Sample analysis of this item

The question:

Chong and Inga _____ the **Tell Me** website.

Item characteristics:

Multiple-choice

Considerations when designing the item:

The item is designed to tap into the students' ability to locate where to find the required information (i.e. in the introductory paragraph), to then identify the reason for writing the letters and finally to follow the conventions of an email letter to identify the writer.

Analysis of students' performance:

Successful performance indicates that the student has understood the introductory paragraph and the text conventions of email. Students who chose 'asked questions about' may have looked at the introductory paragraph and found the word 'asked' but have not understood that this refers to the "TELL ME" website and not to the readers. Students who chose 'answered letters from' may have recognized the conventions of writing letters but have not understood the cause-effect relationship in the introductory paragraph. Students who chose 'have an Internet site that is called' may have not understood the context of the task nor the referent of 'we' in the introductory paragraph.

Item information	Answer Key
Item 17 *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Integration *Estimated level of difficulty:* 2	4 = (c) eat special foods 0 = other (no other option)

Sample analysis of this item

The question:

What do people do on birthdays in **both** China and Sweden?

Item characteristics:

Multiple-choice

Considerations when designing the item:

This item taps into the students' ability to find similarities that appear in two separate texts, to integrate the information and to generalize on the basis of examples. Note that the word 'both' is bolded in order to hint to the students that there is a requirement to integrate information from the two texts.

Analysis of students' performance:

Successful performance indicates that the student found similarities in the two texts, integrated the information and made the necessary generalization. Students who answered incorrectly may not have understood the clue in the bolded 'both' or may not have been able to integrate the information. Students who chose 'eat lunch with grandparents' may have focused on a specific detail in only one of the texts. Students who chose 'open presents in bed' have also focused on a specific detail in only one text. Students who chose 'eat birthday cakes' have also focused on a specific detail and have not integrated the information from both texts.

General pedagogical recommendations for classroom teaching related to Task 4 and based on items 13-17

A. Have your students practice their reading skills by using a variety of texts of differing lengths and levels of difficulty. Pay particular attention to working with texts that contain at least 95% of familiar vocabulary. Encourage students to read a text more than once. In addition, encourage students to read both independently and extensively; the more you read the better reader you become. To create the necessary conditions for independent/extensive reading, it is important that schools have a library with English books at a variety of English levels and on a variety of topics. Furthermore, teachers should allow class time for students to pursue independent reading and have discussions about what students have read.

B. Skills to work on with your students:
   - recognizing different text types through previewing the text (eye-catching features such as title, pictures, captions, sub-headings, etc.)
   - recognizing the conventions of an email message (e.g. sender, subject line, etc.)
   - identifying topics (first at the paragraph level and then at the text level)
   - differentiating main ideas from supporting details
   - using knowledge of sentence structure to support understanding, especially decoding complex sentences (finding the subject-verb-object of the main and subordinate clauses)
   - identifying conditionals and cause-effect relationships
   - using 'reference words' (e.g. 'it', 'this', 'that') to support understanding and applying strategies to retrieve their referents

C. Items and questions to practice with your students:
   - items that tap into the global aspects of a text (e.g. topic, main idea)
   - items that tap into the supporting ideas and details of a text (e.g. examples, data)
   - wh- questions and yes/no questions

Task 5

Item description

The item requires the student to write an email to the **Tell Me** website about the way s/he celebrates a birthday. The student is required to write 50-70 words.

Administration

Encourage students to read the instructions (instructions appear in English and Hebrew/Arabic). Encourage students to write clearly. The scoring key (rubric) focuses on both communicative ability and accuracy.

Task and Item Information

Item 18

Write an email message to the **Tell Me** website about how you celebrate your birthday with your friends.
Write 50-70 words.
Write in English.
Pay attention to grammar, spelling and punctuation.
Benchmark:
Produces a coherent piece of writing that conveys personal experiences
Estimated level of difficulty:
3
Total scoring range:
Communicative ability: 0-5
Accuracy: 0-3

Note: On the rubric for this task, communicative ability is given greater weight than accuracy. This is based on the belief that at the intermediate level, students should be able to convey the intended meaning within the limitations of their language development.

TASK 5: Written presentation

Task Item #	Item Type	Answer Key	Coding Range
18 CA Communicative Ability	OP	See instructions below	0-5
18 AC Accuracy	OP	See instructions below	0-3

Assess the pupils' writing according to the scales below. The pupils receive a grade for *Communicative Ability* (0-5) and a grade for *Accuracy* (0-3) for the entire task.
Note: The intermediate levels (2 and 4) are for levels of writing that fall between the detailed descriptions in *Communicative Ability*.

Communicative Ability

• The information is relevant to the topic • Message is clear and organized • Vocabulary is varied and appropriate	**5**
	4
• Most information is relevant to the topic • Message is mostly clear and organized • Vocabulary is adequate and is generally appropriate	**3**
	2
• Information is limited and/or mostly irrelevant to the topic • Message is difficult to follow • Vocabulary is limited • Writes less than 25 words	**1**
• Only copies instructions • Writes set(s) of isolated words • Does not write in English	**0**

Accuracy

• 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	**3**
• Inconsistent use of simple sentence structure (subject, verb, and correct word order) • Many 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**
• Incorrect simple sentence structure • Many errors of subject-verb agreement, tense, pronouns, articles, and prepositions OR not enough language to assess accuracy	**1**
• Only copies instructions • Writes set(s) of isolated words • Does not write in English	**0**

Student Performance

Dear everyone,
In my country, we have a birthday with all the friends.
We eat cake and many sweet things.
In Israel, children get money or presents for their birthday.
We put many baloons and do party.
everybody sings "happy birthday" and says "good luck". I love my birthday!
Roni, 14, Israel

Communicative Ability: 5

All the information is relevant to the topic, the message is clear and content is organized according to the theme of how people celebrate birthdays. Vocabulary is appropriate.

Accuracy: 3

Sentence structure and subject-verb agreement are correct. Spelling, punctuation and capitalization are mostly correct.

Insights from Performance:

The text provides evidence that the student has an understanding of what is required by the task. The letter is addressed to general readers, as would be a posting on a web site (evidence of an awareness of audience). The student makes generalizations about his/her country (e.g. use of the words 'my country' and 'we') and writes in the simple present tense. The student shows an awareness of the conventions of punctuation. There are only two mistakes: the first word of a sentence is not capitalized and one word is misspelled. Notice that in this text each sentence begins on a new line. This is a common mistake in student writing and should be addressed in the classroom.

Student Performance

Dear Tell Me,
I celebrate my birthday with my friends. I going to Tel-Aviv aftar-noon. I buy two Jeans one T-shirt I back in migdel Heamak. my parents buy big supres the evening I goinn to celebrate my birthday in my Friends I dancer very much I eat special food in my friends eat Janck food

Communicative Ability: 3

Although the information is relevant to the task, it relates to a specific birthday rather than to a general description. Although the student exhibits awareness of audience, note that his/her name is not given at the end. The message is mostly clear and organized chronologically. The vocabulary is adequate.

Accuracy: 2

The text indicates a basic knowledge of word order, though the last sentence is a run-on sentence that should have been written as separate sentences with the appropriate punctuation. The text shows confusion and inconsistencies in the use of appropriate tenses. There are numerous errors in spelling, punctuation and capitalization.

Insights from Performance:
The text suggests a preliminary understanding of purpose and audience and content is presented accordingly. However, the text is not completely aligned to the task in that the student writes about the specific events of a particular birthday. When working with students on writing tasks, ensure that students understand the requirements of the task (e.g. addressing generalizations versus specific instances) and how choice of verb tense conveys intended meaning.

Student Performance

Dear Matan XXX,
My name is Mtan XXX. i am do in my birthday a big party and inveted oll my frinds: Yossi, Dani, Ban, Dan, Noam, NItzan, Shoki, Mali, Ran, Ran, Raniwabo, Danial, Beni and Sher. and oll my pets: the dog, the cat, the snek and the hamarmis.

- have a good pargy!

Communicative Ability: 1
The information is limited and mostly irrelevant to the topic, as it mainly consists of two lists of names (friends and pets). Notice also that the message is addressed to a specific person (himself?), and therefore shows lack of audience awareness.

Accuracy: 1
From the limited evidence available, there are errors in sentence structure, tense, spelling and capitalization.

Insights from Performance:
Since performance is limited, it is difficult to suggest insights. A number of questions need to be answered: a) Did the student understand the requirements of the task? b) Does the student have sufficient language knowledge to convey his/her ideas? c) Is this specific performance representative of the student's abilities in general? If the performance is representative of the student's language knowledge, extensive work is required.

General pedagogical recommendations for the classroom related to Task 5 and based on item 18

A. Have your students practice their writing skills by writing a variety of tasks (differing in context, purpose, audience and/or text type). Pay particular attention to working with tasks that are based on familiar topics and that elicit previously-acquired vocabulary. The more students are asked to write, the more their writing improves. More than one draft is required to produce a high-quality piece of writing. Effective feedback on a written product contributes to writing ability.
B. Skills to work on with your students:
    - sentence structure (including simple and compound sentences)
    - basic writing conventions (e.g. capital letters, punctuation)
    - spelling conventions

- text coherence and cohesion
- the structure and conventions of text types

C. Items and questions to practice with your students:
   - Most writing tasks are open-ended but they differ in the degree to which they provide a set context/purpose/audience. Students should practice their writing using a variety of writing tasks.
   - When working on writing it is critical to provide constructive feedback, paying attention not only to surface errors (e.g. spelling, grammar) but also to other features of a written text (content, use of vocabulary, organization of ideas, coherence, etc.)

Part C

The third part of the test relates to both the domain of Access to Information from written texts (Task 6) and the domain of Presentation (Task 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 *Meitzav* test administration, that if the two presentation tasks (writing) follow the three Access to Information tasks (reading comprehension) many students do not complete the writing tasks. By placing the first writing task after two tasks that involve reading, it has been found that more students produce a written product.

Task 6

Discourse features (text description)

Text type: A feature article in a teen magazine

Topic: Roller coasters at amusement parks

Linguistic aspects of text: High frequency vocabulary, simple and compound sentences (one complex sentence), present simple, imperative, wh- questions, negation

Length of text: 326 words.

Analysis of the text

The text is a feature article about the roller coaster at amusement parks. A researcher carries out a study to investigate the preferences for rides at amusement parks and attitudes and experiences on roller coaster rides. A graph is also included in the text.

Item description

Total number of test items: 5

Item types: Multiple-choice – 2 items; open questions – 1 item; sentence completion – 1 item; fill in a table – 1 item

Administration

Encourage students to read the instructions (instructions appear in English and Hebrew/Arabic). Encourage students to check their answers.

Item information	Answer Key
Item 19 *Benchmark:* Understand the structure and conventions of text types *Level of comprehension:* Literal *Estimated level of difficulty:* 2	4 = (b) a magazine for teenagers 0 = other (no other option)

Sample analysis of this item

The question:

The text is in _____.

Item characteristics:

Closed (multiple-choice)

Considerations when designing the item:

This item taps into the students' knowledge of text type and the ability to use this knowledge to identify the source of the text.

Analysis of students' performance:

Successful performance indicates that the student has identified the source of the text (appearing at the top left of the text). Students who chose 'a newspaper' may have paid attention to the date or may have picked up on similar conventions, but have not noticed the source as it is specifically mentioned at the top of the text. Students who chose 'a university report' may have noticed the graph (an eye-catching feature of this text) and/or read the word 'university' in the text, and/or may have been mislead by the fact that it is a report of research conducted by a university professor. Students who chose 'an ad for an amusement park' may have understood the general topic but not the conventions of the text. (They may have noticed the picture and its caption.)

Item information	Answer Key
Item 20 *Benchmark:* Extract/interpret information from visual data *Level of comprehension:* Literal *Estimated level of difficulty:* 3	4 = (c) in the front 0 = other (no other option)

Sample analysis of this item

The question:

Where do most riders like to sit on a roller coaster?

Item characteristics:

Multiple-choice

Considerations when designing the item:

This item taps into the students' ability to integrate the information from the graph and from the text. The graph shows the most popular ride and the text provides information as to where the majority group sits.

Analysis of students' performance:

Successful performance indicates that the student has accessed information from visual data and has also integrated this with details in the written text. Students who chose any of the other options may not have accessed the relevant information from the visual data, and/or may not have accessed the relevant information from the written text and/or may not have integrated the two.

Item information	Answer Key
Item 21 *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Integration *Estimated level of difficulty:* 4	2 = ground 0 = other (no other option)

Sample analysis of this item

The question:

Complete the sentence in the speech bubble with **ONE** word from the text.

I never go on roller coasters. I am a _____ rider.

Item characteristics:

Open question (sentence completion)

Considerations when designing the item:

This item taps into the students' ability to integrate the information that is given in the text in the new context as it appears in the item.

Analysis of students' performance:

Successful performance indicates that the student has integrated the relevant information and has applied it to the new context (the graphic and speech bubble). Students who answered incorrectly may not have understood the graphic and speech bubble or the requirements of the task. They may not have located the relevant information regarding 'Ground Riders'. Others may have answered in more than one word and thus also forfeited the points.

Item information	Answer Key
Item 22 *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Integration *Estimated level of difficulty:* 3	22a: 2 = What ride is the most popular? What ride do most people like the best? What is the favorite/best/most popular ride (at the amusement park)? 0 = other (e.g. What do you like the best? Why do you like the amusement park? What is the only reason to go to an amusement park?) 22b: 2 = speed/going fast, feeling of danger **(Both answer must be given.)** 1 = speech/going fast; feeling of danger **(Only one answer is given.)** 0 = other (e.g. exciting) 22c: 3 = crazy (riders), noisy (riders), safe (riders). **(All three answers must be given.)** 2 = two correct answers 1 = one correct answer 0 = other (no other option)

Sample analysis of this item

The question:

What did Professor Rob Chapman ask the teenagers?

What did Professor Rob Chapman find out?

Item characteristics:

Open questions embedded in a table

Considerations when designing the item:

The items in the table are designed to tap into the students' ability to transfer information. The students need to first understand the hierarchy of the ideas in the text as they are marked by explicit connectors of sequence/listing ('first', 'second', 'finally'). The students also need to understand that there is a question/answer template in each of the three main sections of the table. In addition, it is necessary to first understand the conventions of the table in the item and then to be able to transfer the appropriate ideas into their respective place in the table. An analysis of each item in the table is presented separately below.

Analysis of students' performance:

Item 22a: Successful performance indicates that the student has understood that a question is required, and has successfully accessed the information in the table that provides the corresponding answer. The student has understood the organization of the text and has

found the appropriate paragraph (paragraph 3), which is marked by the connector 'first'. In addition, the student has been able to generalize the question that was asked based on the answer given in the text, and has also used the topic sentence of the paragraph, which states that the 'roller coaster is the most popular ride'. From here the student has induced the question and formulated it in the interrogative form. Students who answered incorrectly may not have understood the general idea of the paragraph, and/or may have accessed the wrong part of the text, and/or may not have been able to formulate their answer in the interrogative form.

Item 22b: Successful performance (on both 1 and 2) indicates that the student has successfully accessed the information in the table that provides the question and requires two answers. The student has understood the organization of the text and has found the appropriate paragraph (paragraph 4), which is marked by the connector 'second'. In addition the student has understood the embedded question in the first sentence of the paragraph and that the corresponding answers are marked with forward reference ('two reasons:'). Finally, the student has been able to exploit the connector 'and', which marks addition. Students who answered incorrectly may not have understood the general idea of the paragraph, and/or may have accessed the wrong part of the text, and/or may not have been able to find the two corresponding answers.

Item 22c: Successful performance (on 1, 2 and 3) indicates that the student has successfully accessed the information in the table that provides the question and requires three answers. The student has understood the organization of the text and has found the appropriate paragraph (paragraph 5), which is marked by the connector 'finally'. In addition the student has understood that the question in the table corresponds to the object of the complex sentence that appears at the beginning of the paragraph. Furthermore, the student has understood that three kinds of riders and their corresponding names will be subsequently presented in the paragraph ("there are three kinds of riders and each kind has a name"). Moreover, the names of the different kinds of riders are presented in italics and capital letters, signifying a proper name. The student may have recognized that the columns on the graph refer to the three different kinds of riders and their names appear on the graph. Finally, the student has successfully transferred this information into the appropriate place in the table. Students who answered incorrectly may not have recognized the names as they appear in italics and capital letters, or may have included 'Ground Riders' not understanding that these are not roller coaster riders.

Item information	Answer Key
Item 23 *Benchmark:* React to the content of something read *Level of comprehension:* Inference *Estimated level of difficulty:* 3	3 = name of rider + explanation (e.g. I am a crazy rider because I like to put my hands in the air/the ride is the best when you sit in the front.) 2 = explanation only (e.g. I like to scream.) 1 = name of a rider only (e.g. safe rider) 0 = other (e.g. I like roller coasters.) OR explanation doesn't support the type of rider (e.g. I am a ground rider because I love roller coasters.)

Sample analysis of this item

The question:

What kind of a rider are **you**? Explain your answer.

Item characteristics:

Open question

Considerations when designing the item:

This item taps into the students' ability to access and understand the four kinds of riders and their individual characteristics. They then need to relate these characteristics to their own personal preference and experience.

Analysis of students' performance:

Successful performance indicates that the student has successfully extracted the kinds of riders and their characteristics and has related them to his/her own experience and preferences. In addition the student has been able to support his/her answer with appropriate details from the text. Students who answered incorrectly may not have understood the question and/or could not extract the kinds of riders and their corresponding characteristics from the text, and/or they may have given the name of the kind of rider but not supported it, and/or vice versa.

General pedagogical recommendations for the classroom related to Task 6 and based on items 19-23

A. Have your students practice their reading skills by using a variety of texts of differing lengths and levels of difficulty. Please note that this reading task is the most demanding of the three reading tasks. If your students did not attempt this task or were not successful on this task make sure they were successful on the previous two tasks before working on a text of this level of difficulty.
B. Skills to work on with your students:
    - applying previewing strategies (e.g. using the first sentence of paragraphs and transitions to divide the text into subtopics)
    - recognizing the conventions of various text types
    - identifying the topic of a text and the subtopics
    - differentiating main ideas from supporting details
    - accessing information from various types of visual data (e.g. graphs, pie charts, timetables)
    - integrating written information and visual data
    - using connectors to understand text structure (e.g. first, second, finally) and working on reference words and strategies for retrieving their referents
    - using sentence structure to support understanding, especially decoding complex sentences (finding the subject-verb-object of the main and subordinate clauses)
    - identifying conditionals and cause-effect relationships
    - using 'reference words' (e.g. 'it', 'this', 'that') to support understanding and applying strategies to find their referents
C. Items and questions to practice with your students:
    - items that tap into the global aspects of a text (e.g. topic, main idea)
    - items that tap into the supporting ideas and details of a text (e.g. examples, data)
    - wh- questions and yes/no questions

Task 7

Item description

The item requires the student to write a letter to a friend and to suggest places to visit, people to meet and things to do when his/her friend comes to stay with him/her.

Administration

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

Task and Item Information

Item 24

Your friend is coming to stay with you and your family for the first time. Write a letter to your friend. In the letter you can tell your friend about:

- places you will visit
- people you will meet
- things you will do

Explain to your friend why you would like to do these activities.

Write 80-100 words.

Pay attention to grammar, spelling and punctuation.

Benchmark:

Describe people, places, things and events

Estimated level of difficulty:

2-3

Total scoring range:

12

TASK 7: Written presentation

Task Item #	Item Type	Answer Key	Coding Range
24 CA Communicative Ability	OP	See instructions below	0-5
24 AC Accuracy	OP	See instructions below	0-5
24 LE Length	OP	See instructions below	0-2

Assess pupils' writing according to the scales below. The pupils receive a grade for *Communicative Ability* (0-5), a grade for *Accuracy* (0-5) and a grade for *Length* (0-2) for the entire task.
Note: The intermediate levels (2 and 4) are for levels of writing that fall between the detailed descriptions in *Communicative Ability* and *Accuracy*.

Communicative Ability

• All information is relevant to the topic • Message is clear and organized • Vocabulary is varied and appropriate	**5**
	4
• Information is relevant to the topic, but limited • Message is mostly clear and organized • Vocabulary is adequate and is generally appropriate	**3**
	2
• Information is limited and/or mostly irrelevant to the topic • Message is difficult to follow • Vocabulary is limited	**1**
• Does not write in English • Copies instructions • Writes set(s) of isolated words	**0**

Accuracy

• 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	**5**
	4
• Mostly correct simple sentence structure (subject, verb, and correct word order) • Errors in complex sentences if attempted • Some errors of subject-verb agreement, tense, pronouns, articles, and prepositions • Some errors in spelling, punctuation, and capitalization	**3**
	2
• Incorrect simple sentence structure • Many errors of subject-verb agreement, tense, pronouns, articles, and prepositions OR not enough language to assess accuracy	**1**
• Does not write in English • Copies instructions • Writes set(s) of isolated words	**0**

Length

• Writes at least 80 words	**2**
• Writes between 60-79 words	**1**
• Writes less than 59 words	**0**

Student Performance

Dear Dana,

I'm very excited from our meeting next week. When you'll come to me we're going to play on the computer. You must see my new game. After this we'll go outside and play at the park. There are many things that you have to see. Then you will meet my family and we'll have lunch together. I hope you like rice. Finally we'll watch T.V. I hope we'll have a good time together and you will have fun.

See you next weak

Yours, Gal

Communicative Ability: 5

All the information is relevant; the student presents suggested ideas – places to visit, people to meet, things to do. The message is extremely clear and presented sequentially. Each suggestion begins with a general idea and is followed by a supporting idea. Vocabulary is appropriate to the task and purpose.

Accuracy: 5

Sentence structure and word order are correct. Subject-verb agreement is correct. Note also the use of the modal and varied use of tenses to suit purpose and intended meaning. Mostly correct spelling, punctuation and capitalization.

Length: 2

According to the task requirements.

Insights from Performance:

The text is aligned to the task. The text suggests an understanding of purpose and audience and content is presented accordingly. Of particular interest is the organization – the student has shown an understanding of sequential organization, as well as the use of main ideas and supporting details. The student has also exhibited an understanding of how verb tenses convey meaning.

Student Performance

Dear Noa,

I so exciting.

I want that you be here already!

I mees you so mach!

We will visit in a amazing place!, in my grendprents house!, it so big and beotiful!

I will take you to the poll in ranana and we will have a lot of fun.

I want that you meet My brother – iDan!

He so nice, you will love him.

We will go to the amusement park in Tel-Aviv and do the "scream mchine"- the most Exciting roller coaster ever!

came her soon you can!

love you and hope thet when you get in her you have a lot of fun with me and my family!

Communicative Ability: 4
All the information is relevant; the student presents suggested ideas – places to visit, people to meet, things to do. The message is relatively clear, and is presented according to the points required by the task. Some ideas are supported by additional information.

Accuracy: 3
Mostly correct simple sentence structure, though there are errors in subject-verb agreement and tense/form. Although the student tried to write more complex structures, there were many mistakes. Errors in spelling of relatively high frequency words detract from the quality and comprehensibility of the text. The use of capital letters is not consistent and not every sentence begins with a capital letter.

Length: 2
According to the task requirements.

Insights from Performance:
Each sentence begins on a separate line, which may indicate the student has not completely internalized the concept of an 'integrative' text (or at least how to present an integrative text) . What is of particular interest is the feeling of 'excitement' conveyed in the letter, as the student states "I so exciting". The use of short sentences and exclamation marks conveys this excitement (despite the medium level of accuracy).

Student Performance

Dear Sassu,
I whant to visit in Haifa.
I whant to meet my friend SaSSu.
I whant to go to sea, and swim.
I like in Haifa, and do a lot of things with my friend.
I have uncles in Haifa and a lot of friend

Communicative Ability: 1
Information is limited and deals only with what the student wants to do. There seems to be no sense of audience or purpose, as the student writes exclusively about himself/herself. S/he writes that s/he 'whant to meet my friend SaSSu', while at the same time addressing the letter to the same person. The writer does not address the task requirement of suggesting a holiday for his/her friend. Even though the sentences are relatively comprehensible there is no thought given to organization. There is no sense of an integrative text (lack of coherent organization with each sentence on a separate line). Vocabulary is quite limited.

Accuracy: 3
Mostly correct simple sentence structure, but structures are very limited and repetitive. There are relatively few errors in spelling, but again, the sample is limited. There are errors in prepositions. All sentences are capitalized and with the exception of one sentence, all end in full stops.

Length: 0
Writes less than 59 words.

Insights from Performance:
The sample is limited as sentences are presented in a repetitive, 'safe' format, with little integration of ideas.

General pedagogical recommendations for classroom teaching related to Task 7 and based on item 24

A. Have your students practice their writing skills by writing a variety of tasks (differing in context, purpose, audience and/or text type).
   - Pay particular attention to working with tasks that are based on familiar topics and elicit previously-acquired vocabulary. The more students are asked to write, the more they improve. More than one draft is required to produce a high-quality piece of writing. Effective feedback on a written product contributes to writing ability.
   - Analyze student writing using authentic student-created texts. Highlight the discourse issues involved in writing (relevance, organization, clarity) as well as the linguistic issues (sentence structure, verb functions, pronouns, articles, as well as prepositions, punctuation and capitalization).

B. Skills to work on with your students:
   - sentence structure (including simple and compound sentences)
   - basic writing conventions (e.g. capital letters, punctuation)
   - spelling conventions
   - text coherence and cohesion
   - the structure and conventions of text types

C. Items and questions to practice with your students:
   - Most writing tasks are open-ended but they differ in the degree to which they provide a set context/purpose/audience. Students should practice their writing using a variety of writing tasks.
   - When working on writing it is critical to provide constructive feedback, paying attention not only to surface errors (e.g. spelling, grammar) but also to other features of a written text (content, use of vocabulary, organization of ideas, coherence, etc.)

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