مرشد "الميتساڤ" الداخلي في اللغة الإنجليزية للصف الثامن

ערכת המיצ"ב הפנימי באנגלית לכיתה ח'
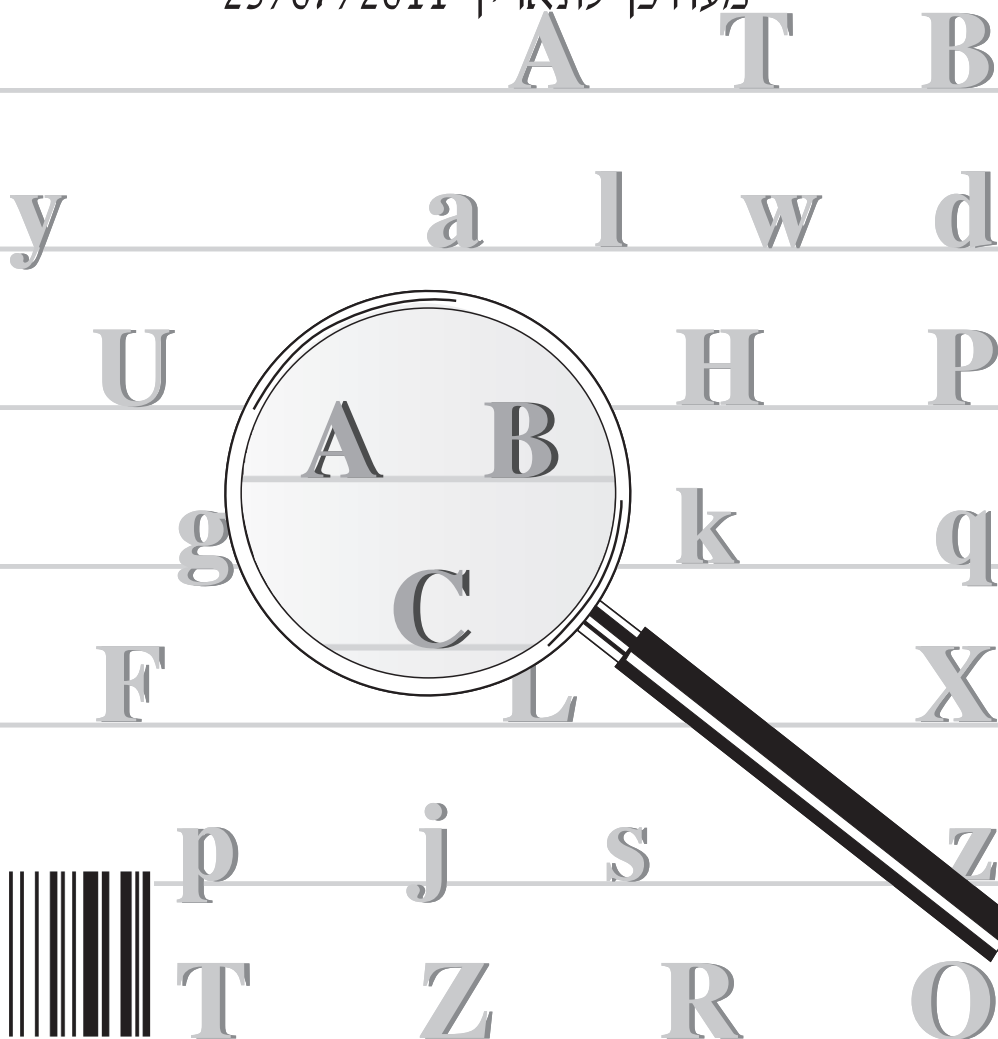
كراسة توجيهات
للتقييم الداخلي المدرسي

חוברת הנחיות
להערכה פנים בית־ספרית
מעודכן לתאריך 25/07/2011

المحتويات

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مقدّمة

التقييم الداخلي المدرسي (school based evaluation)

تُستخدم امتحانات "الميتساڤ" (مقاييس النجاعة والنماء في المدرسة) الخارجية لتقييم واسع وإجماليّ يُعرف أيضا باسم "تقييم التعلّم". الهدف من هذا التقييم هو تشجيع تحمل المسؤولية وتقديم تقرير إلى المتلقين المختلفين داخل المدرسة وخارجها، حول مستوى تحصيل الطلاب (בירנבוים, ,2004 ;Furtak, 2006). أدّت الرغبة في تقليص الانعكاسات السلبية للامتحانات الخارجية على المدرسة، قدر الإمكان، إلى تحديث مبنى التقييم القطري في السنة الدراسية 2006–2007[1]. في إطار هذا التحديث، تمّ التأكيد على أهمية التقييم الداخلي التكويني، الذي تقوم به الطواقم المدرسية ويَتلاءَم مع الحاجات الخاصة لهذه الطواقم.

يَدمجُ المبنى الجديد بين التقييم المدرسي الذي يتم بواسطة وسائل خارجية ("ميتساڤ خارجي" ويمتحن فيه ربع طلاب المدارس) وبين امتحانات خارجية تُجرَى داخل المدرسة وتخدم المدرسة فقط ("ميتساڤ داخلي"). يَقوم الميتساڤ الداخلي على دمج ثلاثة مركبات: (أ) إجراء امتحان قطري خارجي– موضوعي، تمّ 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 في الحصول على مردودية فردية وجماعية سريعة حول مدى تمكّن الطلاب من المادة في كل مجال من مجالات المعرفة، ويساعد المعلمَ في بلورة تبصّرات تعليمية على مستوى الصفّ؛ (ج) المقارنة بين تحصيل الطلاب في المدرسة ومعطيات مجموعات المقارنة (معايير قطرية)، الناجمة عن معالجة معطيات امتحانات الميتساڤ الخارجي في بداية السنة الدراسية القادمة (בלר, 2007).

يهدف الميتساڤ الداخلي إلى توفير مردودية فورية تساعد في تحسين التعلّم لدى الطلاب، والتنبيه إلى وجود طلاب غير مُتمكّنين من المضامين والمهارات المطلوبة، وتحديد الفجوات بين الأداء المُتَوَقَّع والأداء الفعلي، وتقييم فعالية الخطوات التي تتخذها المدرسة لتقليص الفجوات. إنّ جوهر التقييم الداخلي التكويني يكمن في تعددية استعمالاته (Black & Wiliam, 1998) وفي قدرته على المساعدة في تحسين عملية التعلّم خلال تكوّنها (Airasian, 1994; Dann, 2002).

استخدام امتحانات الميتساڤ لأغراض داخلية قد يشكّل حافزًا للنماء والتحسين: فالمعطياتُ قد توفّر المعلوماتِ المطلوبةَ لعملية اتّخاذ القرارات على المستويات المختلفة: المدرسية والطبقية والصفية والفردية؛ وتساعد في تحديد التحصيل المتوقع والمستوى المطلوب من الطلاب، وتكون أداة لفحص الخطط التعليمية المدرسية. قد تساعد امتحانات الميتساڤ الداخلية في كشف نقاط الضعف ونقاط القوة على مستوى الفرد وعلى مستوى الصفّ، وتوفير المعلومات حول الحاجات المتغيّرة الجديرة بالعناية، وتطوير التفكير التخطيطي المدرسي، وتحديد الأهداف القائمة على المعطيات، والمساهمة في خلق رؤية أكثر شمولية للجهاز، وبلورة معايير لتحمّل المسؤولية.

إنّ استخدام أوسع تشكيلة من المعطيات الداخلية والخارجية يساعد في فهم أفضل للواقع المدرسي (נבו, 2001).

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[1]معلومات حول تحديث مبنى التقييم وردت في חוזר מנכ"ל סח/3(א) סעיף 4.1-2: "מתכונת ההערכה הארצית ומידע על המיצ"ב החיצוני והפנימי" .

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محتويات مرشد "الميتساڤ" الداخلي

أُجري امتحان مقاييس النجاعة والنماء ("الميتساڤ") في **اللغة الإنجليزية للصف الثامن** في المدارس في السنة الدراسية الحالية (2010–2011) في إطار الميتساڤ الخارجي، وهو يُقدَّم إليكم للاستعمال المدرسي الداخلي ("ميتساڤ داخلي").

تم تطوير الامتحان في السلطة القطرية للقياس والتقييم ("راما")، بمشاركة لجنة توجيه ضمّت المفتّشة المركّزة على تدريس اللغة الإنجليزية، مفتشين، مرشدين، معلمين، مستشارين 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 داخلية–مدرسية، تضاف إلى أدوات التقييم الأخرى المستعملة في المدرسة طوال السنة الدراسية. كذلك يمكن أن يستعمل كبديل لامتحان مدرسي، على أن يقوم طاقم من معلمي المدرسة بفحص دفاتر الامتحان، وتحليل النتائج ودراستها. من الجدير بالذكر أن **نتائج امتحان الميتساڤ الداخليّ مخصّصة للاستعمال الداخلي، إذ لا يُطلَب من المدرسة تقديم تقارير عن هذه النتائج لأيّ جهة كانت.** الهدف هو تمكين طاقم المدرسة من أن يستخلص من عملية فحص الامتحانات ونتائجها تبصرات (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 في 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 لإجراء أو/وَ تقييم الامتحان، لكن **عليها أن تتذكر أنه كلما تمت المحافظة على قواعد التنفيذ والتقييم التي نوصي بها، تكون نتائج الامتحان أكثر موثوقيةً ومصداقيةً وقابليةً للمقارنة مع معطيات مجموعات المقارنة (المعايير القطرية).** معطيات مجموعات المقارنة تُحسب بناءً على نتائج امتحان الميتساڤ الخارجيّ، التي 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 الميتساڤ الداخليّ والموادّ المساعدة على موقع السلطة القطرية للقياس والتقييم (راما) الذي عنوانه: http://rama.education.gov.il ، ضمن الفئة "מיצב פנימי תשע״א".

للاستفسار عن الميتساڤ الداخليّ يمكنك التوجّه بالسؤال بواسطة:

- **البريد الإلكتروني:** meitzav@education·gov·il

- **الهاتف رقم:** 03-7632888

- **منتدى الميتساڤ الداخليّ** – في موقع راما تحت عنوان **مجموعات المناقشة** » "**منتدى الميتساڤ 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 ثلاثة فصول:

الفصل أ – وصف الامتحان: مبنى الامتحان ومسح الامتحان.

الفصل ب – توجيهات لإجراء الامتحان: الاستعداد لإجراء الامتحان في المدرسة، تفصيل الملاءَمات للممتَحَنين ذوي الاحتياجات الخاصّة، توجيهات عامة لإجراء الامتحان، واقتراحات لملاءمة الامتحان لاحتياجات المدرسة.

الفصل ج – توجيهات لفحص الامتحان: دليل الإجابات والتوجيهات لاستعماله عند فحص دفاتر الامتحان، توجيهات لحساب العلامات (بشكل يدوي أو بشكل محوسب)، ملاءمة حساب العلامات لاحتياجات المدرسة، وشرح حول مقارنة النتائج المدرسية مع نتائج مجموعات المقارنة (جميع المدارس، جميع المدارس الناطقة بالعبرية، جميع المدارس الناطقة بالعربية).

الفصل د – الاستفادة من الامتحان: معلومات وأمثلة لتحليل جزء من الأسئلة في امتحان 2010/2011، تشخيص صعوبات يواجهها الطلاب، وإستراتيجيات للتغلّب على هذه الصعوبات.

نتمنى لكم عملًا ممتعًا ومثمرًا!

مُبنى الامتحان 1.أ

Domain	Relevant Benchmarks	No. of Tasks	Possible Text Types	Language	Length of Texts	Possible Item Types	Possible Categories of Comprehension Questions*
Access to Information from Spoken Texts 20%	• understand the main ideas and supporting details in a text and use this knowledge as needed • identify different text types and use this knowledge as needed • identify explicit opinions and feelings • extract relevant information for a specific purpose • draw inferences	2	• advertisement • announcement • broadcast • conversation • excerpt from a lesson • interview • message • news / weather report • oral presentation • speech • story • report	• Sentence Structure: simple, compound and some complex sentences • Vocabulary: high frequency words (related to general issues) • Verbs: a variety of tense forms, such as past simple, past progressive, present simple, present progressive, future, present perfect, imperative	**Level One** approximately 80 – 100 seconds **Level Two** approximately 100 – 120 seconds	• filling in a chart / table • graphic organizer • 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 ▪ extract relevant information for a specific purpose	3	▪ advertisement ▪ article / report ▪ biography ▪ book cover ▪ brochure ▪ comic strip ▪ diary entry ▪ graph ▪ interview ▪ letter / email ▪ message ▪ notice ▪ postcard ▪ review ▪ short story ▪ expository text ▪ story ▪ timetable / schedule ▪ travel guide ▪ web page ▪ flyer	▪ 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 progressive, present simple, present future, present perfect, imperative	**Level One** (two texts) approximately 100 – 130 words and 160 – 200 words **Level Two** (one text) approximately 270 – 320 words	▪ chart / table ▪ graphic organizer ▪ matching ▪ multiple-choice ▪ open-ended (e.g. wh-questions and sentence completion) ▪ sequencing	▪ Literal ▪ Integration ▪ Inference ▪ Personal response

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	1	60 – 80 words	▪ article (e.g. for school newspaper) ▪ description ▪ email ▪ extended form ▪ forum ▪ friendly letter ▪ opinion ▪ short composition ▪ story	**Communicative Ability** ▪ relevance ▪ clarity of message ▪ organization ▪ vocabulary **Accuracy** ▪ use of basic syntactical and grammatical structures (word order and verb form) ▪ spelling ▪ basic punctuation and capitalization **Length** ▪ writes at least 60 words

* 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.

Personal response: Personal response refers to questions that call for pupils' personal involvement with the text. The answers come from the pupils and are not found in the text. However, the answers must relate to the text. In order to answer personal response questions, pupils have to draw on both their literal understanding of the text and their own knowledge and opinions.

Access to Information from Spoken Texts (AIST) 20%		Access to Information from Written Texts (AIWT) 60%		Written Presentation (WP) 20%		Categories of comprehension	Difficulty level
Benchmarks		**Benchmarks**		**Benchmarks**			

Access to Information from Spoken Texts (AIST) 20% — Benchmarks:
- Identify different text types
- Understand the main ideas and supporting details in a text
- Identify explicit opinions information and feelings
- Extract relevant information for a specific purpose
- Draw inferences

Access to Information from Written Texts (AIWT) 60% — Benchmarks:
- Identify different text types
- Understand the main ideas and supporting details in a text
- Understand the structure and conventions of different text types
- Identify explicit opinions in order to identify points of view in a text, distinguishing fact from opinion
- Identify feelings
- Draw inferences from visual data
- Extract / interpret information from visual information
- Extract relevant information for a specific purpose

Written Presentation (WP) 20% — Benchmarks:
- Describe people, places, things and events
- React to the content of something read or seen
- Produce a short piece of coherent writing that conveys general topics and personal experiences using main ideas and supporting details
- Express opinions about experiences

Task 1

	Categories of comprehension	Difficulty level
1	Literal	1**
2	Literal	1**
3	Literal	1**
4	Literal	1**
5	Inference	1-2**

* Difficulty level based on empirical data: 1 = low; 2 = medium low; 3 = medium high; 4 = high

** Difficulty level assessed by experts: 1 = low; 2 = medium low; 3 = medium high; 4 = high

Access to Information from Spoken Texts (AIST) 20% — Benchmarks:
- Understand the main ideas and supporting details in a text
- Identify different text types
- Identify explicit information, opinions and feelings for a specific purpose
- Extract relevant information
- Draw inferences

Access to Information from Written Texts (AIWT) 60% — Benchmarks:
- Understand the main ideas and structure
- Understand the different text types
- Identify explicit opinions in order to identify points of view in a text, distinguishing fact from opinion
- Identify opinions and feelings
- Draw inferences
- Extract / interpret information from visual data for a specific purpose
- Extract relevant information for things and events

Written Presentation (WP) 20% — Benchmarks:
- Describe people, places, things seen
- React to the content of writing that about read or seen
- Produce a short piece of coherent writing that conveys general topics and personal experiences using main ideas and supporting details
- Express opinions and personal experiences

Item	Task	Categories of comprehension	Difficulty level
6	Task 2	Literal	1 **
7	Task 2	Literal	1 **
8	Task 2	Literal	1 **
9	Task 2	Literal	2 **
10	Task 2	Literal	1-2 **
11	Task 2	Inference	2 **
12	Task 3	Literal	2 *
13	Task 3	Literal	2 *
14	Task 3	Literal	1 *
15	Task 3	Inference	2 *
16	Task 3	Literal	2 *
17	Task 3	Integration	2 *
	Task 3	Personal response	2 *

* Difficulty level based on empirical data: 1 = low; 2 = medium low; 3 = medium high; 4 = high

** Difficulty level assessed by experts: 1 = low; 2 = medium low; 3 = medium high; 4 = high

Access to Information from Spoken Texts (AIST) 20%

Benchmarks			
Understand the main ideas and supporting details in a text	Identify different opinions information for feelings	Identify explicit information and for	Extract relevant information a specific purpose	Draw inferences the main ideas and supporting details in a text

Access to Information from Written Texts (AIWT) 60%

Benchmarks						
Understand the main ideas and supporting details in a text	Understand the structure text types and conventions of different text types	Identify different opinions in order to identify points of view in a text, distinguishing fact from opinion	Identify explicit information for feelings	Draw inferences interpret information from visual data	Extract / Extract relevant information a specific purpose	

Written Presentation (WP) 20%

Benchmarks	
Describe people, places, things and events seen	React to the content of something read or events	Produce a short piece of coherent writing that conveys personal topics and experiences using main ideas and supporting details	Express ideas and opinions about general experiences

Task 4

Item	Categories of comprehension	Difficulty level
18_a	Literal	1 *
18_b	Literal	2 *
18_c	Literal	2 *
19	Literal	2 *
20	Inference	3 *
21	Inference	2 *

* Difficulty level based on empirical data: 1 = low; 2 = medium low; 3 = medium high; 4 = high

** Difficulty level assessed by experts: 1 = low; 2 = medium low; 3 = medium high; 4 = high

Access to Information from Spoken Texts (AIST) 20%

Benchmarks:
- Understand the main ideas and supporting details in a text
- Identify different opinions and feelings
- Identify explicit information for a specific purpose
- Extract relevant information
- Draw inferences

Access to Information from Written Texts (AIWT) 60%

Benchmarks:
- Understand the main ideas and supporting details in a text
- Understand the structure and conventions of different text types
- Identify different text types
- Identify explicit opinions in order to identify points of view in a text, distinguishing fact from opinion
- Draw inferences
- Identify feelings
- Extract / interpret information from visual data
- Extract relevant information for a specific purpose

Written Presentation (WP) 20%

Benchmarks:
- Describe people, places, things and events seen
- React to the content of something read or seen
- Produce a short piece of coherent writing that conveys general topics and personal experiences using main ideas and supporting details
- Express opinions and personal experiences

Item	Benchmark area	Categories of comprehension	Difficulty level
22_a	Extract relevant / interpret (AIWT)	Literal	2 *
22_b	(AIWT)	Literal	3 *
22_c	(AIWT)	Literal	2 *
22_d	(AIWT)	Literal	3 *
22_e	(AIWT)	Literal	3 *
23	(AIWT)	Literal	3 *
24_a	(AIWT)	Literal	3 *
24_b	(AIWT)	Literal	2 *
25	(AIWT)	Literal	3 *
26	(AIWT)	Inference	4 *
27	(AIWT)	Personal response	3 *
28_CA	(WP)	Literal	3 *
28_AC	(WP)	Literal	3 *
28_LE	(WP)	Literal	2 *

Task 5 — items 22_a–27

Task 6 — items 28_LE, 28_AC, 28_CA, 26

* Difficulty level based on empirical data: 1 = low; 2 = medium low; 3 = medium high; 4 = high

** Difficulty level assessed by experts: 1 = low; 2 = medium low; 3 = medium high; 4 = high

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 في الصف، والمحافظة على سرية الامتحانات، والتعامل مع الطلاب ذوي الاحتياجات الخاصة، وطريقة إجراء الامتحان في الصف وملاءمة الامتحان لاحتياجات المدرسة 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 لإجرائه قُبَيْل نهاية السنة الدراسية للصف الثامن. يجب إجراء الامتحان في المدرسة في **يوم الثلاثاء الموافق 3 أيار 2011** أو في موعد أقصاه خمسة أيام تدريس من هذا التاريخ (بموافقة المدير).

إبلاغ الطلاب: نوصي بإبلاغ طلاب الصفوف التي سوف تُمتحن بموعد الامتحان مسبقًا، وبالمادة التي سوف يشملها الامتحان، وبالمجالات التي سوف تُستعمل فيها نتائجُهُ، وذلك وفقًا لقرار المدرسة (هل تُسَلَّم العلامة للطالب؟ هل تظهر العلامة على الشهادة؟ هل 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. بالإضافة إلى ذلك، وبما أن الامتحان يُجرى في مدارس عديدة، فيجب الحرص قدر الإمكان على سرّيّة الامتحان وسرّيّة كراسة التوجيهات هذه، حتى بعد إجراء الامتحان.

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

صيغة الامتحان: يتطرق هذا المرشد إلى صيغة واحدة فقط من الامتحان التي سيُمتحن فيها الطلاب. إذا كان هناك خوف من حدوث "نقل" في الامتحان، فعلى المدرسة أَنْ تستعدّ لذلك بالطرق الملائمة، بزيادة عَدد المُراقِبين في الصفوف، مثلًا، أو إيجاد حلّ تنظيمي آخر تراه مناسبًا.

الاستعدادات لامتحان الطلاب ذوي الاحتياجات الخاصة: تشمل الاستعدادات ليوم الامتحان تطرُّقًا مناسبًا إلى الطلاب ذوي الاحتياجات الخاصة. لتوفير الاحتياجات الملائمة لهؤلاء الطلاب، يجب الاستعداد لذلك مُسبقًا، ومع اقتراب موعد امتحان الميتساڤ على المدرسة أن تحضّر وسائل خاصة لإجراء الامتحان (مثل: دفاتر امتحان مُكبَّرَة للطلاب الذين يعانون من صعوبة في الرؤية)؛ وأن تخصص صفًا منفصلًا وقوى عاملة بموجب الحاجة (انظر البند ب.2. أدناه)، وأن تُبلغ الطلاب الذين يستحقون هذه الملاءَمات بأنها ستوفرها لهم (مثل: إعادة كتابة إجابات الامتحان، استراحات، الخروج إلى المراحيض، تقسيم الامتحان إلى أقسام، قراءة للطالب). في البند ب.2. يوجد تفصيل لمجموعات الطلاب ذوي الاحتياجات الخاصة وكيفية التعامل معهم، خلال إجراء امتحان الميتساڤ الداخلي.

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

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المعدات المطلوبة للامتحان:

يتضمن الامتحان مهمات في فهم المسموع. لذلك يجب تزويد كل صف بجهاز مُشغِّل أقراص السي دي. قرص السي دي الذي يشمل مهمات فهم المسموع مرفق في المغلّف.

ب.2. التعامل مع الطلاب ذوي الاحتياجات الخاصة

يتناول هذا البند الملاءمات المُمْكنة التي يحصل عليها الطلاب ذوو الاحتياجات الخاصة في إطار الميتساڤ الداخلي[2]. يجب توفير ظروف امتحان ملائمة ومُنصفة لهؤلاء الطلاب، وذلك لتمكينهم من التعبير عن قدراتهم التعليمية كاملة، مع الحِرْص على عدم المسّ بجودة المعطيات المتلقاة. في امتحانات الميتساڤ الداخلي، من المفضل أن يتم توفير نفس الظروف التي تُوَفَّر لهم في التعليم والامتحانات العادية في المدرسة على مدار السنة. بعد تحديد الطلاب ذوي الاحتياجات الخاصة، تُخَصِّص المدرسة، بحسب الحاجة، غرفًا صفية منفصلة تتوفّر فيها الظروف المطلوبة لهؤلاء الطلاب (قراءة الامتحان للطالب، كتابة إجابات الطالب من قِبَل المعلّم، تمديد قصير لمدة الامتحان، دفتر امتحان مكبّر، 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 ملاءمات بموجب "البرنامج التربوي الفردي" الخاص بكل طالب. مع ذلك، وكما هو الحال في الميتساڤ الخارجي، لا يتوجّب إجراء امتحان لهؤلاء الطلاب.

طلاب الصفوف العادية الذين يستحقون تلقي الدعم من برنامج الدّمج: من حقّ طاقم المدرسة أن يقرر كيف يُجري امتحان الميتساڤ الداخلي لطلاب الدمج. بما أن الامتحان قائم على منهج التعليم العام، فقد لا يتلاءَم مع ما تَعَلَّمَهُ هؤلاء الطلاب. مع ذلك، نرى أن هناك أهمية عاطفية واجتماعية لأن يُمتحَن الطلاب مع زملائهم. لذا، يجب على طاقم المدرسة أن يقرر كيف يُمتحَنُ هؤلاء الطلاب، وذلك بناءً على قدراتهم العقلية والعاطفية والاجتماعية، وبناءً على البرنامج التربوي الفردي لكل طالب. كما يمكن أن تعفي المدرسة 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 لا يستحقّون الحصول على دعم من برنامج الدمج (سواء أُجريت لهم عملية تشخيص من قِبَل طرف خارجي أو لم تُجرَ)، لكنهم يواجهون صعوبات في التعلّم، خاصة في القراءة والكتابة. هؤلاء هم الطلاب الذين اعترفت المدرسة بحاجتهم إلى الحصول على ظروف ملاءَمة خلال عملية التعلّم 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 ملاءَمة بحسب الحاجة (غرفة منفصلة، غرفة هادئة، تقسيم الامتحان إلى عدة أقسام، وما شابه ذلك).

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. – توجيهات لحساب العلامة الإجمالية للطالب يدويًّا).

الطلاب الذين يعانون من صعوبة في الرؤية: يُمتحَن هؤلاء الطلاب في غرفة الصف العادية، ويحصلون على دفاتر امتحان مكبَّرة. على المدرسة الاستعداد مسبقًا لتصوير الدفاتر مكبّرة.

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

ب.3. توجيهات عامة لإجراء الامتحان في الصف

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

وقت إجراء الامتحان ومدّته

- نوصي بإجراء الامتحان في الساعات (الحِصَص) التي يكون الطلاب فيها يقظين، ولا توجد في محيط الامتحان أيّ عوامل قَدْ تُشَوِّش عليهم. يُجرى امتحان الميتساڤ 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 بضع دقائق إضافية لكي يُكملوا الامتحان، يمكن منحهم وقتًا إضافيًا قصيرًا، وفق ما تقرره المدرسة. على كل حال، نوصي بعدم إعطاء وقت إضافي يزيد عن 15 دقيقة. قبل بداية الامتحان يجب إبلاغ الطلاب بالوقت المُخصّص له، لكن لا يجوز حثّهم على الإسراع أثناء سير الامتحان، ولا يجوز كتابة عدد الدقائق المتبقية لانتهاء الامتحان على اللوح.

إنهاء الامتحان قبل انتهاء الوقت المخصص له: على المدرسة أن تقرر إذا 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 معلَّم اللغة الإنجليزية:

1. **تقديم توضيحات قبل بداية الامتحان:** قبل بداية الامتحان يقدّم معلم اللغة الإنجليزية توضيحات عامّة للطلاب حول مضامين الامتحان، بحسب ما يراه مناسبًا، في الصفوف التي تتقدم للامتحان.

2. **توثيق أسئلة الطلاب أثناء 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 الامتحان. نوصي بأن يتنقل معلم اللغة الإنجليزية أثناء الامتحان بين غرف صفوف المُمتَحَنين ويسجل الأسئلة التي يطرحها الطلاب. بناءً على هذه الأسئلة وعلى نتائج الامتحان، يمكن للمعلم أن يتوصل إلى تبصّرات تعليمية واستخلاص استنتاجات تؤثّر على طريقة التدريس في الصفّ.

وظائف المعلَّم المراقِب في الصف أثناء الامتحان:

1. أن يوجّه الطلاب إلى قراءة التعليمات للامتحان التي في الصفحة 3، ثم الانتقال فورًا إلى المهمة 1 (Task 1) في الصفحة 6. يجب التأكد من أنّ الطلاب انتقلوا إلى الصفحة الصحيحة.

2. أن يُسمَع قرص السي دي الذي يشمل مهمات فهم المسموع للطلاب (انظر البند "مهمات فهم المسموع" أدناه).

3. أنْ يشرف على سَيْر الامتحان بشكل سليم وأن يحافظ على النظام ونزاهة الامتحان.

4. أنْ يتأكد من أنّ 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. أنْ يهيّئ جو عمل هادئًا ومريحًا، بدون ضغط الزمن، يُمكّن الطلاب من التعبير عن معرفتهم على أكمل وجه.

6. أنْ يساعد الطلاب في حلّ المشاكل الفنية التي قد تواجههم (طباعة غير واضحة، دفتر غير صالح وما شابه)، أو أن يساعد في حلّ المشاكل الشخصية **التي لا علاقة لها بمضمون الامتحان** (السماح بتناول الطعام والشراب خلال الامتحان وفق سياسة المدرسة، معالجة مشاكل خاصة وما شابه ذلك).

7. أنْ يشجع الطلاب على الإجابة عن جميع أسئلة الامتحان وأن يطلب منهم مراجعة إجاباتهم قبل تسليم الدفتر للمعلم.

8. أنْ يُوَثِّق الأسئلة التي يطرحها الطلاب خلال الامتحان (إذا لم يكن معلم **اللغة الإنجليزية** موجودًا في الصف خلال الامتحان). انظر البند "وظائف معلم اللغة الإنجليزية" 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 مُلائَمة: 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، كتابة إجابات الطالب من قبل المعلّم، وما شابه ذلك).

مهمات فهم المسموع: المهمتان 1 وَ 2 هما مهمتا فهم المسموع. قرص السي دي المرفق للمغلّف يحتوي على النصّان التابعان للمهمتين. يُسمع في البداية النص التابع للمهمة 1، ثم يُخصّص وقت للطلاب كي يجيبوا عن الأسئلة. بعد ذلك يُسمع النص مرة ثانية، ثم يُخصّص وقت إضافي للطلاب كي يُنهوا الإجابة عن الأسئلة وَ/أو يفحصوا إجاباتهم. بعد إنهاء المهمة الأولى يُسمع النص التابع للمهمة 2، ثم يُخصّص وقت إضافي للطلاب كي يجيبوا عن الأسئلة. بعد ذلك يُسمع النص مرة ثانية، ثم يُخصَّص وقت إضافي للطلاب كي يُنهوا الإجابة عن الأسئلة وَ/أو يفحصوا إجاباتهم. يجب إسماع قرص السي دي للطلاب مرة واحدة. نص مهمات فهم المسموع الموجود على قرص السي دي مرفق 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 6.

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 متعددة الإجابات، أسئلة مغلقة وأسئلة مفتوحة. في الأسئلة متعددة الإجابات هناك إجابة واحدة صحيحة وعلى الطالب أن يشير إليها. في الأسئلة المغلقة يجب الإشارة إلى الإجابات الصحيحة. في الأسئلة المفتوحة يجب كتابة الإجابة في المكان المخصّص لذلك.

7. يجب الشرح للطلاب ماذا يجب 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 أن يجيبوا عن كل سؤال، حتى إذا ظنوا أنّهم لا يعرفون الإجابة أو إن كانوا غير متأكّدين أنّ إجابتهم صحيحة.

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 بـ.4 أدناه)، يجب أن يشرح المعلم المراقب للطلاب عن أيّ أسئلة عليهم أن يجيبوا وعن أيّها عليهم ألّا يجيبوا، والتوضيح بأن الأسئلة الملغاة 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 ميزاته الناجمة عن ذلك هي التمكن من ملاءمته لاحتياجات المدرسة (بخلاف الميتساڤ الخارجي حيث الإجراء والفحص المعياريّان مُلزِمان).

من حيث المبدأ، امتحانات الميتساڤ مبنيّة لتتلاءم مع مناهج التعليم في كل مجال من مجالات المعرفة، ولذلك يفضَّل إجراء الامتحان بصيغته الكاملة. مع ذلك، هناك اختلاف بين المدارس في عمليات التدريس–التعلّم، وامتحان الميتساڤ، بحكم كونه معياريًّا ومتجانسًا، قد يكون في بعض الحالات غير متلائم 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 في 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.

مع ذلك، من الجدير بالذكر أنّ **الإجراء غير المعياري لامتحان الميتساڤ الداخلي لن يمكّن من إجراء مقارنة ذات مصداقية مع مجموعات المقارنة القطرية.**

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

1. **ملاءمة مضمون الامتحان لما تعلّمه الطلاب في الصفّ:** الامتحان في اللغة الإنجليزية مبنيّ بشكل متدرّج – يبدأ بمهمات سهلة وينتهي بمهمات أكثر تركيبًا. نوصي بالاطّلاع المسبق على النصوص والأسئلة الواردة في الامتحان وفحص مدى ملاءمتها لما تمّ تدريسه وتعلّمه في الصف. على ضوء نتائج هذا الفحص، يمكن إلغاء أسئلة/مهمّات معيّنة أو عدم أخذها بالحسبان عند حساب العلامة الإجمالية. بنفس الطريقة يمكن ملاءمة الامتحان أيضًا للطلاب المستصعبين.

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، بحسب ترتيب المواضيع الذي تقرّره المدرسة.

3. **تغيير في عملية الفحص** – انظر البند ج.3.

الفصل ج: توجيهات لفحص الامتحان

يتضمّن هذا الفصل معلومات تساعد طاقم المدرسة على فحص الامتحان وتحديد علاماته. يعرض الفصل دليل الإجابات، نصوص مهمات فهم السموع، وتوجيهات تتعلق بحساب العلامات بواسطة وسائل مساعِدة مختلفة. كذلك يتضمّن الفصل اقتراحات لحساب العلامات وفقًا لاحتياجات المدرسة، وشرحًا حولَ مقارنة المعطيات المدرسية مع معطيات مجموعات المقارنة.

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 نوع كل سؤال من أسئلة الامتحان (متعدّد الإجابات: MC؛ مغلق: CL؛ مفتوح: OP)، والإجابة الصحيحة لكل سؤال، بما في ذلك وصْف لمُستويات الأداء الممكنة، ويعيّن مجال القيم الممكنة لكل إجابة.

انتبهوا،

- في العمود الذي عنوانه "Possible Values" 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 يحصل على صفر أو على درجة واحدة أو درجتين. أما إذا كُتِب بأن التدريج للسؤال هو 0،2 فمعنى ذلك أن الطالب قد يحصل على صفر أو على درجتين، دون أيّ علامة بينهما.

- يجب أن يكون التدريج لكل سؤال على حِدَة.

- **في جميع أسئلة الامتحان:** إذا لم يكتب الطالب إجابة أو لم يُشر إلى إجابة يحصل على علامة صفر (0).

- **في الأسئلة متعددة الإجابات:** إذا أشار الطالب إلى أكثر من إجابة واحدة يحصل على علامة صفر (0).

- **في الأسئلة المفتوحة وفي الأسئلة المغلقة:** يجب تقييم الإجابة بحسب التعليمات المفصّلة في دليل الإجابات.

- **في الأسئلة المفتوحة:** لا تُخصم درجات بسبب أخطاء في القواعد أو في الإملاء، إلا إذا ذُكر في التعليمات غير ذلك. يجب قبول الإجابات المعتمدة على النص فقط.

- **في الأسئلة المفتوحة:** يجب تقييم الإجابات التي تستند إلى النص فقط.

- **في الأسئلة المفتوحة:** إذا كتب الطالب الإجابة الصحيحة وأضاف عليها معلومات غير صحيحة يحصل على علامة صفر (0).

- **في الأسئلة المفتوحة:** إذا كان المطلوب هو إجابة واحدة فقط ولكن كتبت أكثر من إجابة واحدة يحصل على علامة كما يلي:

  – إذا كانت جميع الإجابات صحيحة – يحصل على علامة كاملة.

  – إذا كانت إجابة واحدة صحيحة وإجابة واحدة أو أكثر غير صحيحة يحصل على علامة صفر (0).

Use of punctuation in the scoring 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 (AIST)

Task Item #	Item Type	Scoring Key	Possible Values
1	OP	1 = (They) (are)/(come) (from) England 0 = other	0, 1
2	MC	2 = (c) the visitors to the school 0 = other	0, 2
3	MC	2 = (a) what to do with their visitors 0 = other	0, 2

4	CL	2 = The pupil chose the following **two** activities:
		  ✓ to show photos of their project
		  __ to play football with their visitors
		  __ to make pita bread in school
		  ✓ to eat breakfast in school
		  __ to clean up the beach
		1 = The pupil chose two activities and only **one** activity is correct; The pupil chose only one correct activity.
		0 = other; The pupil chose three or more activities (even though one or more activities are correct).
			0–2

5	OP	1 = Accept any answer that reflects a positive feeling. Examples: excited; happy; good; enjoyment; great **Note:** Do not accept "funny". 0 = other	0, 1

TASK 2: Access to information from spoken texts (AIST)			
Task Item #	**Item Type**	**Scoring Key**	**Possible Values**
6	MC	2 = (d) He is reporting from the music festival. 0 = other	0, 2
7	MC	2 = (b) to listen to music 0 = other	0, 2
8	MC	2 = (d) The musicians are teenagers. 0 = other	0, 2

9	CL	2 = The pupil chose the following **two** answers:
		
		  __ He will record a CD.
		  ✓ He is a teenager.
		  __ He writes his own songs.
		  __ He is a famous singer.
		  ✓ He plays the guitar.
		
		1 = The pupil chose two answers and only **one** answer is correct; The pupil chose only one correct answer.
		
		0 = other; The pupil chose three or more answers (even though one or more answers are correct).
			0–2

10	OP	2 = Accept any answer that relates to Dina and her singing (a song). Examples: Sing (a song); Sing the (new) song she wrote; (She) (will) (play the guitar) (and) sing (a song); (She) (will) perform; music; song 0 = other	0, 2
11	MC	2 = (a) Musical Summer Evenings 0 = other	0, 2

التتمة على الصفحة التالية ←

TASK 3: Access to information from written texts (AIWT)			
Task Item #	**Item Type**	**Scoring Key**	**Possible Values**
12	OP	4 = Any of the following phrases or sentences copied from the text: (Senet) (is) (the) oldest (board) game (in the world); (Many Senet boards were) found in (old) (Egyptian) tombs; (The Egyptians played Senet) (5,000) years ago. **Note**: Accept also answers that were rewritten from the text (e.g. in the past). 1 = Egyptian tombs; old 0 = other	0, 1, 4
13	MC	3 = (a) a game for two players 0 = other	0, 3
14	OP	3 = (on) (the) Internet; online; site; web; website 0 = other (e.g. iphone; ipod; computer)	0, 3
15	MC	4 = (c) to give his opinion about a game 0 = other	0, 4
16	OP	3 = Any answer which includes a request for new information about Senet that does not already appear in the text. Examples: What are the instructions to the game?; How do you play the game?; What do you like most about the game?; Where can you buy the game? **Note:** Do not deduct for grammar or spelling mistakes. 0 = Any answer which repeats information that is already in the text or is irrelevant (e.g. Can you give me more information about the game?).	0, 3

TASK 3: Access to information from written texts (AIWT)			
Task Item #	**Item Type**	**Scoring Key**	**Possible Values**
17	OP	3 = The pupil marked Yes/No and the explanation matched the opinion, was based on information from the text, and was reasonable; The pupil did not mark Yes/No but integrated a positive/negative answer in the explanation. Examples: No, because it is a game for only two people; Yes, because it makes you think and it is full of surprises; Yes, I will enjoy playing it with my friends; I **want** to play Senet because it is interesting; I **don't want** to play it because I **don't like** board games. 0 = The pupil marked Yes/No, but the explanation did not match the opinion, and/or was not based on information from the text, and/or was not reasonable.	0, 3

TASK 4: Access to information from written texts (AIWT)			
Task Item #	**Item Type**	**Scoring Key**	**Possible Values**
18_a	OP	2 = 1947 0 = other	0, 2
18_b	OP	3 = Any answer which states that he wrote a book or that he wrote about his family (and experiences). Examples: (Durrell/He) wrote a book; (wrote)"My Family and Other Animals"; wrote about his family 0 = other **Note:** Do not accept answers that relate to more than one book (e.g. He wrote many books about animals.).	0, 3
18_c	OP	3 = Any answer that refers to opening a zoo. Examples: Durrell's zoo opened (on Jersey island); (He) opened a zoo. 1 = His dream came true. 0 = other **Note:** Do not accept answers in the negative (e.g. He didn't want animals to die.).	0, 1, 3
19	OP	3 = (on the island of) Jersey (near England) 0 = other	0, 3

التتمة على الصفحة التالية ←

TASK 4: Access to information from written texts (AIWT)			
Task Item #	**Item Type**	**Scoring Key**	**Possible Values**
20	OP	4 = Any answer that relates to **two** of the following three ideas: 1. Durrell's career as a writer Examples: (He) wrote many books; (He) wrote a famous book. 2. Durrell's ideas about zoos Examples: His ideas about zoos became popular all over the world. 3. Durrell's actions Examples: He opened a (special) zoo; Durrell/He helped/saved many animals (in his life). 2 = **One** of the options above **Note:** Two answers that incorporate the same idea are considered as one (e.g. He was a writer. He wrote a book.). 0 = other **Note:** Do not accept answers such as: "He was an animal lover" without relating to what he did about it, or "He was famous for his ideas" without mentioning the idea.	0, 2, 4
21	MC	3 = (c) Durrell's life 0 = other	0, 3

TASK 5: Access to information from written texts (AIWT)			
Task Item #	**Item Type**	**Scoring Key**	**Possible Values**
22_a	OP	1 = (Dr.) Eli/Tagada 0 = other	0, 1
22_b	OP	1 = Doctor/Dr. (from children's hospital); a (children's) doctor 0 = other	0, 1
22_c	OP	1 = (Professor) Leila/Adnan 0 = other	0, 1
22_d	OP	1 = clown 0 = other	0, 1
22_e	OP	1 = Any answer that relates to jokes and/or making people laugh. Examples: how to make people laugh; how to tell jokes; why some jokes are funnier than others; (telling) jokes 0 = other	0, 1
23	MC	4 = (a) to explain how laughter helps sick children 0 = other	0, 4
24_a	OP	2 = Any answer that includes muscles and an appropriate verb (e.g. use/work/exercise). Example: (We) exercise our muscles. 0 = other	0, 2
24_b	OP	2 = Any answer that describes improving your health. Examples: (Our) (body) fights illness; (We) (become) healthier; (We) feel better; better health 0 = other; health; healthy	0, 2

TASK 5: Access to information from written texts (AIWT)			
Task Item #	**Item Type**	**Scoring Key**	**Possible Values**
25	OP	3 = Any answer that relates to reducing stress and/or making people feel better or happier. Examples: it can reduce stress; it can make me/you feel happier/better; it can make unhappy people feel happy. 0 = other (e.g. it is healthy to laugh; our body becomes stronger.)	0, 3
26	OP	3 = interesting; fascinating; helpful; wonderful **Note:** Accept answers with a phrase or a sentence that includes one of the words above. 0 = other **Note:** Don't accept the words: enjoy, importance and good.	0, 3
27	OP	3 = Any answer that includes a name of a speaker and a logical explanation that relates to what the speaker said. Examples: Dr. Tagada, because I want to see the movie he showed; I want to learn about the connection between laughter and health. 2 = Answer only includes explanation. Example: I want to learn how to tell jokes. 0 = Explanation isn't related to the speaker that the pupil chose (e.g. Dr. Tagada, because I want to learn how to tell jokes.); Explanation is related to the speaker's job and not to what happened in the workshop (e.g. Yolanda, I love clowns, they make me laugh); name of the speaker only; other (e.g. I like movies.).	0, 2, 3

TASK 6: Written presentation (WP)			
Task Item #	**Item Type**	**Scoring Key**	**Possible Values**
28_CA Communicative Ability	OP	See instructions below	0–9
28_AC Accuracy	OP	See instructions below	0–9
28_LE Length	OP	See instructions below	0–2

Assess pupils' writing according to the rating scales below. Grades are given for *Communicative Ability* (0–9), *Accuracy* (0–9), and *Length* (0–2) for the entire task.

Note: The intermediate levels (1–2, 4–5, 7–8) 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	9
	7–8
• Information is relevant to the topic, but limited • Message is mostly clear and organized • Vocabulary is adequate and is generally appropriate	6
	4–5
• Information is limited and/or mostly irrelevant to the topic • Message is difficult to follow • Vocabulary is limited	3
	1–2
• 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 compound or more complex sentences if attempted • Mostly correct subject–verb agreement, tense, pronouns, articles, and prepositions • Mostly correct spelling, punctuation, and capitalization	9
	7–8
• 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	6
	4–5
• Incorrect simple sentence structure • Many errors of subject–verb agreement, tense, pronouns, articles, and prepositions OR not enough language to assess accuracy • Many errors in spelling, punctuation, and capitalization	3
	1–2
• Does not write in English • Writes set(s) of isolated words • Only copies instructions	0

Length	
• Writes at least 55 words	2
• Writes between 40–54 words	1
• Writes 39 words or less	0

مرحبًا بكم أيّها الطلّاب الأعزّاء. يبدأ امتحان اللغة الإنجليزيّة بمهمّتَيْن في فهم المسموع. في كلّ مهمّة سَتَسْتَمِعون في البداية إلى قطعة، ثمّ يُطلَب منكم أن تُجيبوا عن أسئلة.

المهمّة رقم واحد.

اسْتَمِعوا إلى المحادثة بين المعلّمة والطلّاب. قبل الاستماع إلى المحادثة، تمعّنوا في أسئلة المهمّة رقم واحد.

الآن اسْتَمِعوا إلى المحادثة. سَتَسْتَمِعون إلى المحادثة مرّتَيْن.

Mrs. Hill: Good morning, everyone. I have some exciting news for you. Next Monday a group of 8th-grade students from England is coming to Israel and they will visit our school. The principal wants us to welcome them and invite them to our class.

<excited noises in the classroom "yes, great, wow">

So, we need to think about what we can do together.
Do you have any ideas? Yes, Amir?

Amir: Let's make a poster and hang it on the school gate.
We'll write *<stressed>* **Welcome** in big letters.

Maya: A poster is great. Then, in class, we can talk about our countries, Israel and England.

Amir: And of course, we can talk about football. I can tell them all about Israeli football and they can tell us all about football in England! I love football.

Mrs. Hill: *<laughing>* Yes, Amir, everyone knows you love playing football. You can *<stressed>* **all** talk about your hobbies and see if you all enjoy the same things.
After that, some of you can tell them about one of our school projects.

Rani: *<excited>* Yes! Let's tell them about the 'Clean the Beach' project.

Maya: We can show them photos of the beach before and after we cleaned it. Maybe they can tell us about *<stressed>* **their** school project.

Mrs. Hill: I'm sure they would like that. After the English lesson we can have breakfast together. We can make them an Israeli breakfast here in our classroom.

<excited noises in the classroom "yah, good" >

Rani: We could all bring different food. I'll bring pita bread.

Maya: Pita bread is great. And I'll bring cheese. We'll also need cucumbers and tomatoes.

Amir: I'll bring a watermelon and orange juice.

Mrs. Hill: Great ideas, everyone! We have a good plan for next Monday. We will have a welcome poster for our visitors on the school gate. In class we will talk about Israel and England and your hobbies. After that we will tell them about the beach project and show them the pictures. Then we will have a delicious breakfast together. I'm sure our visitors will enjoy their time at our school.

أَجيبوا باللغة الإنجليزيّة عن أسئلة المهمّة رقم واحد بحسب المحادثة التي اسْتَمَعْتُم إليها.

اسْتَمِعوا إلى المحادثة مرّة أخرى. هذه فرصة جيّدة لكي تفحصوا إجاباتِكم.

الآن افحصوا إجاباتِكم.

الآن انتقِلوا إلى المهمّة رقم اثنَيْن.

اسْتَمِعُوا إلى برنامج الراديو. قبل الاستماع إلى البرنامج، تمعّنوا في أسئلة المهمّة رقم اثنَيْن.

الآن اسْتَمِعوا إلى البرنامج. سَتَسْتَمِعون إلى البرنامج مرّتَيْن.

Jack: Good evening! This is Jack Hanson from Music Radio on 70 FM. <stressed> **Welcome** to our weekly music program. This week I'm speaking to you from the music festival in Green Park. There has been some great music here in the park every Thursday during the summer vacation. Tonight is the last night of the summer music festival. Let's talk to one of the young people here and find out more about what's happening tonight.

Jack: Hi. I'm Jack Hanson from Music Radio on 70 FM. What's your name?

Mark: I'm Mark.

Jack: How old are you, Mark?

Mark: I'm 14 years old.

Jack: Tell me Mark, is this your first time at the music festival this summer?

Mark: Oh no! My friends and I have been coming to the park every Thursday evening. We heard some of our favorite singers and musicians. We had a great time all summer. But tonight's festival is special.

Jack: What is special about it?

Mark: Tonight all the musicians are teenagers and they all live here in town.

Jack: *<amazed>* That's really nice, so many young musicians and all from the same town! Do you know any of them?

Mark: Sure! I'm here to listen to my older sister Dina. She's 16 years old and a wonderful singer. She also plays the guitar. She was very young when she started playing guitar.

Jack: Does Dina write her own songs too?

Mark: Yes, she does. She wrote a new song for tonight's show. She is going to sing it for the first time tonight and soon she will record it on a CD. Remember her name; I'm sure she will be famous one day.

Jack: She must be very good. I'm looking forward to hearing her sing. What about you, are you a musician too?

Mark: *<laughing>* Yes, we are all musicians in our family. I also play the guitar but I'm not as good as Dina. I don't write my own songs. Dina is the only one who writes songs in our family.

Jack: Thanks, Mark, and good luck to Dina. The music is about to begin. Next week's program will come to you from a very special concert in the desert. This is Jack Hanson from Music Radio on 70 FM.

أَجيبوا باللغة الإنجليزيّة عن أسئلة المهمّة رقم اثنَيْن بحسب البرنامج الذي اسْتَمَعْتُم إليه.

اسْتَمِعوا إلى البرنامج مرّة أخرى. هذه فرصة جيّدة لكي تفحصوا إجاباتِكم.

الآن افحصوا إجاباتِكم.

أَنْهَيْنا المهمّات في فهم المسموع. نتمنّى لكم النجاح في بقيّة مهمّات الامتحان!

ج.20. توجيهات لفحص الامتحان وحساب العلامات

عامّ

نقترح أن يَفحصَ امتحاناتِ كل صَفّ طاقمُ معلمي اللغة الإنجليزية التابع للمدرسة. كما نقترح أن يقوم مُركِّزُ الموضوع أو مُركِّزُ 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. تذكّروا أن نتائج الامتحانات مخصّصة للاستعمال الداخلي، ولا يُطلَب من المدرسة تقديم تقارير عن هذه النتائج لأيّ جهة كانت.

وسائل مساعِدة لِحساب علامات "الميتساڤ" الداخلي ومَسْحها

تضع "راما" (السلطة القطرية للقياس والتقييم في التربية) تحت تصرف المدرسة أداتَيْن مُحوسبتَيْن لحساب العلامات ومَسْح النتائج: **منظومة "المنباس"/"المنبسون" وَ"الميتسافيت"** التي طوّرتها راما. هاتان الأداتان تحسبان العلامات في مستوى الطالب بشكل أوتوماتيكي، وتُزوِّدانِنا بمعطيات يمكن مقارنتها بين مجموعات طلاب، وتُمكِّنانِنا من الحصول على رسوم تخطيطية على مستوى الصف أو الطبقة. هاتان الأداتان ملائمتان للاستعمال **فقط** في المدارس التي أجرت الامتحان بكامله.

بالإضافة إلى هاتين الأداتين الإحصائيّتَيْن، أُرفقت مع دفتر الامتحان أداة يدوية لحساب المعطيات - **ورقة تركيز العلامات للطالب وورقة المسح الصفّي**، يمكن اعتبارهما مرحلة تمهيدية (أداة مُساعِدة) قبل إدخال المعطيات إلى المنبسون أو إلى الميتسافيت.

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 الميتساڤ الداخلي**: المنباس/المنبسون أو الميتسافيت (أداة ترتكز على الإكسل). للتوصل إلى قرار مدرسي، يجب أن تؤخذ بالحسبان مهارات كافة المعلمين في المدرسة في استخدام أدوات المعالجة المختلفة: استخدام أداة إكسل ملائم للمعلمين الذين يملكون خبرة مبدئية في العمل على برمجية إكسل، في حين أن استخدام المنبسون ملائم للمعلمين الذين يملكون خبرة أساسية في العمل مع مُرَكِّبات في المنبسون.

أ. حساب العلامات بواسطة "المنباس" و"المنبسون"

لقد تمت ملاءمة منظومة المنباس وَالمنبسون لإدخال المعطيات من امتحانات الميتساڤ الداخلية، وهي تحتوي على واجهة تُمَكِّن المدرسة من استيعاب المعطيات من امتحانات الميتساڤ الداخلية مباشرة إلى المنبسون أو المنباس، من أجل إدخال علامات امتحانات الميتساڤ 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 لإصدار تقارير خاصة بالميتساڤ الداخلي تشمل مقارنة مع المعطيات القطرية المبنية على معطيات الميتساڤ الخارجي.

لتلقي الإرشاد والدعم، يمكن التوجه إلى مركز الخدمات والدعم الفني في مديرية تطبيقات المنباس في أيام الأحد-الخميس، من الساعة 07:30 حتى الساعة 22:30 (يفضّل التوجّه بعد الساعة 15:30) وفي يوم الجمعة وعشيّة 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. حساب العلامات بواسطة "الميتساڤيت"

تضع "راما" تحت تصرف المدرسة برمجية "ميتساڤيت صَفِّيّة" وبرمجية "ميتساڤيت طَبَقِيّة" 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 الصَفِّيّة تمكِّنكم من حساب علامات طلاب الصف في امتحان الميتساڤ الداخلي، وتزوّدكم بصورة عن وضع تحصيل الصف في الامتحان. أما الميتساڤيت الطَبَقِيّة فتزودكم بمعطيات مختلفة: (1) علامات جميع الطلاب في الطبقة؛ (2) مقارنة بين نتائج الشُّعب المختلفة في امتحان الميتساڤ الداخلي؛ (3) مقارنة بين معطيات الطبقة ومعطيات مجموعات المقارنة القطرية (المعايير القطرية) المبنية على معطيات الميتساڤ الخارجي. تُنشر برمجيات الميتساڤيت على موقع راما على العنوان: http://rama.education.gov.il ضمن الفئة *"מיצ"ב פנימי התשע"א"* في فترة مواعيد إجراء امتحانات الميتساڤ الداخلي.

ج. حساب العلامات يدويًا

لحساب العلامات يدويًا، يمكن الاستعانة بورقة التركيز اليدوي للعلامات لكل طالب و/أو بورقة المسح الصفِّي. أوراق التركيز اليدوي للعلامات لجميع الطلاب (40 نسخة) وكذلك ورقة المسح الصفيّ، موجودة داخل المغلّف. على الصفحات 44-45 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 يدويًا:

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 المصحّح أن يعطيها لكل سؤال أو بند.

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

2. توجيهات لحساب العلامة الإجمالية للطالب يدويًا في كل موضوع في الامتحان

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

- العلامة في موضوع فهم المسموع (Access to information from spoken texts - AIST) تكون مجموع الدرجات التي حصل عليها الطالب في المهمتَيْن 1 وَ 2 (Task 1 + Task 2).

- العلامة في موضوع فهم المقروء (Access to information from written texts - AIWT) تكون مجموع الدرجات التي حصل عليها الطالب في المهمات 3 وَ 4 وَ 5 (Task 3 + Task 4 + Task 5).

- العلامة في موضوع التعبير الكتابي (Written presentation - WP) تكون العلامة التي حصل عليها الطالب في المهمة 6 (Task 6). بما أن علامة كل طالب تعتمد على عدد قليل من الأسئلة والبنود فإن مثل هذه العلامة، في حالات معينة، قد لا تمثل بشكل حقيقي مستوى تَمكُّن الطالب من المادة. بناءً على هذا نوصي بمقارنة هذه العلامة مع علامات حصل عليها الطالب في امتحانات داخلية أُجريت في الصف في الموضوع نفسه.

- يمكن حساب علامات الطلاب في المواضيع المختلفة يدويًا بالنسبة المئوية (انظر التوجيهات في أسفل ورقة تركيز العلامات). الميتساڤيت والمنبسون تجريان الحسابات بشكل أوتوماتيكي.

3. توجيهات لحساب علامة الامتحان الإجمالية يدويًا

- تُحسب 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 ولم يمتحنوا في القسم الأول من الامتحان (موضوع فهم المسموع)، تُحسب بناءً على القسم "ب" والقسم "ج" من الامتحان (Task 3 – Task 6). يجب جمع عدد الدرجات التي حصل عليها الطالب في القسم "ب" وفي القسم "ج"، ثم تقسيم الحاصل على 80 (أكبر عدد ممكن من الدرجات في هذين القسمين) وضرب الناتج في 100.

4. توجيهات لاستعمال ورقة المسح الصفّي وحساب المعايير الصفّيّة

- خُصّصت ورقة المسح الصفّي 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 التابعة 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 الصفّي، بحسب المواضيع. ورقة المسح الصفّي وردت في هذه الكراسة كنموذج ومرفقة أيضا داخل المغلف لاستعمالكم.

- 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 حساب العلامات لاحتياجات المدرسة

الميتساف الداخلي معدّ للاستعمال الداخلي المدرسي ولذلك يمكن أن يكون أحد المركّبات في حساب العلامة النهائية في الشهادة، وفق ما تقرره المدرسة. فيما يلي بعض الإمكانيات لحساب علامات الطلاب:

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.

ملاحظات:

* بالنسبة إلى الطلاب الذين يعانون من مشاكل في السمع – يجب حساب علاماتهم بدون مهمات فهم المسموع (انظر البند الفرعي من الفصل ج.2 أعلاه، تحت العنوان: توجيهات لحساب علامة الامتحان الإجمالية يدويًا).

** 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)

تقوم "راما" بنشر معطيات مجموعات المقارنة (جميع المدارس، جميع المدارس الناطقة بالعبرية، جميع المدارس الناطقة بالعربية) بالاستناد إلى نتائج المدارس التي تقدّمت لامتحانات الميتساڤ الخارجية. تستطيع المدرسة مقارنة نتائجها مع نتائج مدارس مشابهة لها. وسيتم نشر شرح حول عملية المقارنة هذه على شبكة الإنترنت على 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

نموذج لتعبئة ورقة تركيز العلامات للطالب (للحساب اليدوي) – اللغة الإنجليزية للصف الثامن – "ميتساڤ" داخلي 2011

يجب الإشارة إلى عدد الدرجات التي حصل عليها الطالب في كل سؤال أو بند كما هو مفصّل في دليل الإجابات.

اسم الطالب/ـة: _____ نعيم _____   الصف: _____ 8ج _____

Access to information from written texts (AIWT)

توزيع الدرجات						
0	1			(4)	12	Task 3
0			(3)		13	
(0)			3		14	
0				(4)	15	
0			(3)		16	
(0)			3		17	
0		(2)			18_a	Task 4
0			(3)		18_b	
0	(1)		3		18_c	
0			(3)		19	
0		(2)		4	20	
0			(3)		21	
0	(1)				22_a	Task 5
(0)	1				22_b	
0	(1)				22_c	
0	(1)				22_d	
0	(1)				22_e	
0				(4)	23	
0		(2)			24_a	
0		(2)			24_b	
0			(3)		25	
(0)			3		26	
0		(2)	3		27	

المجموع	45

Access to information from spoken texts (AIST)

توزيع الدرجات				
0	(1)		1	Task 1
0		(2)	2	
(0)		2	3	
0	1	(2)	4	
0	(1)		5	
0		(2)	6	Task 2
(0)		2	7	
0		(2)	8	
0	(1)	2	9	
0		(2)	10	
0		(2)	11	

المجموع	15

Written presentation (WP)

توزيع الدرجات											
0	1	2	3	4	5	6	7	(8)	9	28_CA	Task 6
0	1	2	3	4	5	(6)	7	8	9	28_AC	
0	1	(2)								28_LE	

المجموع	16

العلامة بالنسبة المئوية	$\frac{(16)}{20} \times 100 = 80$ %	$\frac{(45)}{60} \times 100 = 75$ %	$\frac{(15)}{20} \times 100 = 75$ %
	WP	AIWT	AIST
العلامة الإجمالية	76 درجة (مجموع الدرجات في المواضيع: WP+AIWT+AIST)		

(نُسخ عن هذه الورقة مرفقة في المغلّف)

ورقة تركيز العلامات للطالب (للحساب اليدوي) – اللغة الإنجليزية للصف الثامن – "ميتساڤ" داخلي 2011

يجب الإشارة إلى عدد الدرجات التي حصل عليها الطالب في كل سؤال أو بند كما هو مفصّل في دليل الإجابات.

اسم الطالب/ـة: _____ الصف: _____

Access to information from written texts (AIWT)

توزيع الدرجات							
0	1			4		12	Task 3
0			3			13	
0			3			14	
0				4		15	
0			3			16	
0			3			17	
0		2				18_a	Task 4
0			3			18_b	
0	1		3			18_c	
0			3			19	
0		2		4		20	
0			3			21	
0	1					22_a	Task 5
0	1					22_b	
0	1					22_c	
0	1					22_d	
0	1					22_e	
0				4		23	
0		2				24_a	
0		2				24_b	
0			3			25	
0			3			26	
0		2	3			27	
المجموع							

Access to information from spoken texts (AIST)

توزيع الدرجات					
0	1			1	Task 1
0		2		2	
0		2		3	
0	1	2		4	
0	1			5	
0		2		6	Task 2
0		2		7	
0		2		8	
0	1	2		9	
0		2		10	
0		2		11	
المجموع					

Written presentation (WP)

توزيع الدرجات											
0	1	2	3	4	5	6	7	8	9	28_CA	Task 6
0	1	2	3	4	5	6	7	8	9	28_AC	
0	1	2								28_LE	
المجموع											

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

هذه الورقة مخصّصة للاستعمال المدرسي فقط، وليست للتحويل إلى أيّ جهة.

ورقة المسح الصفي – اللغة الإنجليزية للصف الثامن "ميتساف" داخلي 2011

	Access to information from written texts (AIWT)												Access to information from spoken texts (AIST)													اذكر إن كان الطالب عاديًّا، مدمجا أو ذا مشاكل في السمع	
	TASK 4						TASK 3							TASK 2						TASK 1							رقم السؤال/البند
	21	20	19	18 c	18 b	18 a	17	16	15	14	13	12	AIST Score	11	10	9	8	7	6	5	4	3	2	1		اسم الطالب
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يجب كتابة عدد الدرجات التي حصل عليها الطالب في كل سؤال أو بند بحسب ما هو مفصّل في دليل الإجابات.

Total Score	Written presentation (WP)				Access to information from written texts (AIWT)											رقم السؤال/البند
	WP Score	TASK 6			AIWT Score	TASK 5										
		28 LE	28 AC	28 CA		27	26	25	24 b	24 a	23	22 e	22 d	22 c	22 b	22 a	اسم الطالب
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المعدل الصفي لجميع الطلاب: _____   المعدل الصفي بدون الطلاب المدمجين: _____

الفصل د: الاستفادة من الامتحان

Guidelines for English Eighth- Grade *Meitzav* 2011

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 in 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 into three parts owing to both logistic and pedagogical considerations. The first part consists of two listening texts (of graduated levels of difficulty) designed to assess the benchmarks in the domain of Access to Information from <u>oral</u> texts. The second part consists of two reading texts (of graduated levels of difficulty) designed to assess the benchmarks in the domain of Access to Information from <u>written</u> texts. The third part consists of one reading task (the most demanding) designed to assess the benchmarks in the domain of Access to Information from <u>written</u> texts, and one 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. This guide includes a mapping of the test together with a detailed Answer Key for grading student performance. It also presents analyzed samples of student performance, including

both common errors and 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 <u>oral</u> texts, the overview includes the following: (a) a description of the text (text type, topic, linguistic aspects, and 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 <u>written</u> texts, the overview includes the following: (a) a description of the text (text type, topic,

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[1] **Levels 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 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.

Personal response: Personal response refers to questions that call for pupils' personal involvement with the text. The answers come from the pupils and are not found in the text. However, the answers must relate to the text. In order to answer personal response questions, pupils have to draw on both their literal understanding of the text and their own knowledge and opinions.

[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%

linguistic aspects, length of texts) and test items (number and type), (b) suggestions for administration, and (c) pedagogical recommendations for classroom teaching. For the task related to the domain of Presentation, a detailed scoring rubric is included (Task 6).

Part A

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

Task 1

Discourse features (text description)
Text type: Classroom discussion
Topic: Planning a reception for visitors from overseas
Linguistic aspects of text: High frequency vocabulary, basic sentence structure, use of modals, sequence expressions

Item description
Total number of test items: 5
Item types: Open-ended – 2, closed (multiple-choice) – 2, CL – 1

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. Hill: Good morning, everyone. I have some exciting news for you. Next Monday a group of 8th-grade students from England is coming to Israel and they will visit our school. The principal wants us to welcome them and invite them to our class. So we need to think about what we can do together. Do you have any ideas? Yes Amir?

Amir: Let's make a poster and hang it on the school gate. We'll write **Welcome** in big letters.

Maya: A poster is great. Then, in class, we can talk about our countries, Israel

and England.

Amir: *Of course, we can talk about football. I can tell them all about Israeli football and they can tell us all about football in England. I love football.*

Mrs. Hill: *Yes, Amir, everyone knows you love playing football. You can **all** talk about your hobbies and see if you all enjoy the same things. After that, some of you can tell them about one of our school projects.*

Rani: *Yes! Let's tell them about the "Clean the Beach" project.*

Maya: *We can show them photos of the beach before and after we cleaned it. Maybe they can tell us about **their** project.*

Mrs. Hill: *I'm sure they would like that. After the English lesson we can have breakfast together. We can make an Israeli breakfast here in our classroom.*

Rani: *We could all bring different food. I'll bring pita bread.*

Maya: *Pita bread is great. And I'll bring cheese. We'll also need cucumbers and tomatoes.*

Amir: *I'll bring a watermelon and orange juice.*

Mrs. Hill: *Great ideas, everyone! We have a good plan for next Monday. We will have a welcome poster for our visitors on the school gate. In class we will talk about Israel and England and your hobbies. After that we will tell them about the beach project and show them the pictures. Then we will have a delicious breakfast together. I'm sure our visitors will enjoy their time at our school.*

Analysis of the transcript

The text type of a classroom discussion is obviously familiar to all students not only in English but in all their other subjects. The particular classroom discussion presented in this task focuses on planning for a future visit of students from overseas. This classroom discussion is led by the teacher as she encourages the students to suggest activities that can be done together with these visitors. The activities suggested by the students are also familiar to eighth-graders. The number of participants in the discussion is limited so as not to confuse the students since it is difficult to keep track of too many characters when listening to a text. At the end of the discussion, the teacher sums up all the suggestions, and this was included in the text to allow for redundancy and repetition for students as they listen. The discussion is characterized by simple tenses and questions and answers.

Item breakdown

Item information	Answer Key
Item 1 *Benchmark*: Understand the main ideas and supporting details in a text *Level of comprehension:* Literal *Estimated level of difficulty:* 1	1 = (They) (are)/(come) (from) England 0 = other
Sample analysis of this item *The item:* Where is the group of students coming from? *Item characteristics:* Open-ended *Considerations when designing the item:* This item assesses the student's ability to identify a detail within the text. *Analysis of students' performance:* Successful performance indicates that the student has located the relevant information and has differentiated between the two groups of students mentioned in the text. Students who answered incorrectly may have misunderstood that the visiting group comes from England since this was mentioned in the sentence together with the fact that they were coming to Israel (sample response: " the group of students coming from Israel"). Another possibility could be that the students did not realize that the text refers to two different groups (sample response: "8 students coming of Israel in England the art school").	

Item information	Answer Key
Item 2 *Benchmark*: Understand the main ideas and supporting details in a text *Level of comprehension:* Literal *Estimated level of difficulty:* 1	2 = (c) the visitors to the school 0 = other
Sample analysis of this item *The item:* The students are preparing a poster to welcome _____.	

Item characteristics:
Multiple-choice

Considerations when designing the item:
This item assesses the student's ability to identify the purpose of an activity.

Analysis of students' performance:
Successful performance indicates that the student has identified the purpose of the activity, that is, the reason for preparing the poster was to welcome the foreign students. Students who answered incorrectly may have understood specific details of the activity, but not its main purpose.

Item information	Answer Key
Item 3 *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Literal *Estimated level of difficulty:* 1	2 = (a) what to do with their visitors 0 = other
Sample analysis of this item *The item:* What are the students talking about? *Item characteristics:* Multiple-choice *Considerations when designing the item:* This item assesses the student's ability to identify the main idea in the class discussion. *Analysis of students' performance:* Successful performance indicates that the student has identified that the main idea of the discussion was to entertain the visitors. Students who answered incorrectly may have focused on the specific activities suggested by the different pupils without managing to move from these details to a generalization.	

Item information	Answer Key
Item 4 *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Literal *Estimated level of difficulty:* 1	2 = The pupil chose the following **two** activities: _✓_ to show photos of their class project ____ to play football with their visitors ____ to make pita bread in school _✓_ to eat breakfast in school ____ to clean up the beach 1 = The pupil chose two activities and only **one** activity is correct; The pupil chose only one correct activity. 0 = other; The pupil chose three or more activities (even though one or more activities are correct).

Sample analysis of this item

The item:

What are the students planning for next Monday?

Tick (✓) **two** activities.

Item characteristics:

Closed

Considerations when designing the item:

This item assesses the student's ability to identify specific details embedded in the class discussion.

Analysis of students' performance:

Successful performance indicates that the student has identified the two individual activities that were suggested.

A student who ticked the option:

- "to play football with their visitors" would have picked up on the mention of "football" without realizing that it wasn't a suggested activity.
- "to make pita bread in school" would have picked up on the word "pita" but missed the fact that the suggestion was to bring pita and not make pita.
- "to clean up the beach" would have picked up on the fact that this was mentioned; however, he/she missed the fact that it was part of a project.

Note that the distractors were designed to include partial information from the text, and on analysis of the student's performance you can get an idea of the level of listening comprehension.

Item information	Answer Key
Item 5 *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Inference *Estimated level of difficulty:* 1- 2	1 = Accept any answer that reflects a positive feeling. Examples: excited; happy; good; enjoyment; great **Note:** Do not accept "funny". 0 = other

Sample analysis of this item

The item:

How do the students feel about the visit?

Item characteristics:

Open-ended

Considerations when designing the item:

This item assesses the student's ability to infer feelings based on the participants' speech (tone, content, etc.) and background effects.

Analysis of students' performance:

Successful performance indicates that the student has inferred that the class is excited and happy about the upcoming visit. This inference could have been based on any or all of the following: (a) tone of voice(s); (b) range of suggestions; (c) level of participation in the discussion; (d) background effects. Students who answered incorrectly may not have been able to recognize any or all of the above, or may not have understood the question.

General pedagogical recommendations for classroom teaching related to Task 1 and based on items 1-5

    A. During the year, students should be exposed to the following:
- (i) A variety of text types (see also Table of Specifications)
- (ii) A range of topics that should generally be familiar to students
- (iii) Listening texts that include a limited number of characters
- (iv) Texts that include a high level of redundancy (as redundancy is a typical feature of oral speech and repetition is important for the listener)
- (v) A range of text lengths and levels of difficulty
- (vi) A range of accents and both non-native and native speakers

    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)

    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: Radio broadcast
Topic: Music festival
Linguistic aspects of text: High frequency vocabulary; simple, compound and complex sentence structure; basic tenses.

Item description
Total number of test items: 6
Item types: Closed – multiple-choice – 4, each with 4 options (one correct answer and three distractors); open question – 1; CL – 1

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

Jack: Good evening! This is Jack Hanson from Music Radio on 70 FM. **Welcome** to our weekly music program. This week I'm speaking to you from the music festival in Green Park. There has been some great music here in the park every Thursday during the summer vacation. Tonight is the last night of the summer music festival. Let's talk to one of the young people here and find out more about what's happening tonight.

Jack: Hi. I'm Jack Hanson from Music Radio on 70 FM. What's your name?

Mark: I'm Mark.

Jack: How old are you, Mark?

Mark: I'm 14 years old.

Jack: Tell me Mark, is this your first time at the music festival this summer?

Mark: Oh no! My friends and I have been coming to the park every Thursday evening. We heard some of our favorite singers and musicians. We had a great time all summer. But tonight's festival is special.

Jack: What is special about it?

Mark: Tonight all the musicians are teenagers and they all live here in town.

Jack: That's really nice, so many young musicians and all from the same town! Do you know any of them?

Mark: Sure! I'm here to listen to my older sister Dina. She's 16 years old and a wonderful singer. She also plays the guitar. She was very young when she started playing the guitar.

Jack: Does Dina write her own songs too?

Mark: Yes, she does. She wrote a new song for tonight's show. She is going to sing it for the first time tonight and soon she will record it on a CD. Remember her name; I'm sure she will be famous one day.

Jack: She must be very good. I'm looking forward to hearing her sing. What about you, are you a musician too?

Mark: Yes, we are all musicians in our family. I also play the guitar but I'm not as good as Dina. I don't write my own songs. Dina is the only one who writes songs in our family.

Jack: Thanks, Mark, and good luck to Dina. The music is about to begin. Next week's program will come to you from a very special concert in the desert. This is Jack Hanson from Music Radio on 70 FM.

Analysis of the transcript

The radio broadcast consists of an interview that takes place at a music festival. The purpose of the interview is to describe to the listeners what is going on there. The radio host interviews a teenager whose sister is supposed to sing at the festival.

The considerations in designing the task were as follows:

a. The information in the radio broadcast relates to the experiences of eighth-grade students, as most go to rock concerts. Thus, it is assumed to be familiar to all.

b. The interview is characterized by simple tenses.

Item breakdown

Item information	Answer Key
Item 6 *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Literal *Estimated level of difficulty:* 1	2 = (d) He is reporting from the music festival. 0 = other
Sample analysis of this item *The question:* What is Jack Hanson doing at the park?	

Item characteristics:
Multiple-choice

Considerations when designing the item:
In order to respond to the item, the student needs to identify the participants (e.g. interviewer) in the radio broadcast.

Analysis of students' performance:
Successful performance indicates that the student has been able to identify the interviewer and the aim of the interview. Students who answered incorrectly may not have understood the role of the first speaker in the radio broadcast (usually the host of the show), who is supposed to report/tell about a new piece of news. Another possibility is that they confused Jack Hanson's name with another name in the text [if they chose items (a) or (b)].

Item information	Answer Key
Item 7 *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Literal *Estimated level of difficulty:* 1	2 = (b) to listen to music 0 = other
Sample analysis of this item *The question:* Why did Mark and his friends come to the park every Thursday? *Item characteristics:* Multiple-choice *Considerations when designing the item:* This item was designed to tap into the student's ability to understand a detail that is presented in the first part of the radio broadcast. *Analysis of students' performance:* Successful performance indicates that the student has understood that the music festival takes place every week. Furthermore, the student was able to distinguish that fact from the details about tonight's show, which involved only teenage singers. A student who ticked the option: • "to write about the festival" may have picked up on the fact that Dina wrote songs. • "to talk to Jack Hanson" may have picked up the fact that Jack was interviewing the teenagers and the teenagers were talking to him. • "to sing their songs" may have picked up on the fact that some teenagers were	

singing, but Mark and his friends had actually come to watch.
Note that the distractors were designed to include partial information from the text, and on analysis of the student's performance you can get an idea of the level of listening comprehension.

Item information	Answer Key
Item 8 *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Literal *Estimated level of difficulty:* 1	2 = (d) The musicians are teenagers. 0 = other
Sample analysis of this item *The question:* Why is tonight's festival special? *Item characteristics:* Multiple-choice *Considerations when designing the item:* This item was designed to tap into the student's ability to understand one of the main ideas of the text. *Analysis of students' performance:* Successful performance indicates that the student has understood the specific feature of tonight's concert. Students who answered incorrectly may have focused on the wrong detail in the text without creating the correct mental map of the text. A student who ticked the option: "The songs are new" picked up on the word "new" and connected it with Dina's singing the new song that night. "The festival is in the park" may have thought that being in the park makes it a special event. "The singers are famous" may have picked up on the word "famous", which actually referred to Dina's possible future status. Note that the distractors were designed to include partial information from the text, and on analysis of the student's performance you can get an idea of the level of listening comprehension.	

Item information	Answer Key
Item 9	2 = The pupil chose the following **two** answers:
Benchmark:	
Understand the main ideas and supporting	____ He will record a CD.
details in a text	✓ He is a teenager.
Level of comprehension:	____ He writes his own songs.
Literal	____ He is a famous singer.
Estimated level of difficulty:	✓ He plays the guitar.
2	1 = The pupil chose two answers and only **one** answer is correct; The pupil chose only one correct answer.
	0 = other; The pupil chose three or more answers (even though one or more answers are correct).

Sample analysis of this item

The question:

What do you know about Mark?

Tick (✓) the **two** correct answers.

Item characteristics:

Multiple-choice

Considerations when designing the item:

This item requires the student to pick up on information given in two sentences taken from different parts of the text.

Analysis of students' performance:

Successful performance indicates that the student has identified the specific details. The first detail is the fact that Mark is a teenager. This can be found in the sentence "I'm 14...". The second sentence introduces the fact that he plays the guitar. Students who answered incorrectly may not have understood the details.

A student who ticked the option:

- "he will record a CD" may have picked up on the mention of a "CD" when talking about his sister.
- "he writes his own songs" may have picked up on Mark's description of his sister writing her own songs.
- "he is a famous singer" may have picked up on the individual words "famous" and "singer".

Note that the distractors were designed to include partial information from the text, and on analysis of the student's performance you can get an idea of the level of listening comprehension.

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:* 1-2	2 = Accept any answer that relates to Dina and her singing (a song). Examples: Sing (a song); Sing the (new) song she wrote; (She) (will) (play the guitar) (and) sing (a song); (She) (will) perform; music; song 0 = other
Sample analysis of this item *The question:* What is Dina going to do at the festival? *Item characteristics:* Open-ended *Considerations when designing the item:* This item taps into the student's ability to identify one of the supporting details of the main idea. *Analysis of students' performance:* Successful performance indicates that the student has successfully understood the role of Dina in the text, i.e., the fact that Mark's sister, Dina, is one of the singers at tonight's concert (sample response: "Dina will sing and play the guitar"). Students who answered incorrectly may have been unable to retrieve the details (sample response: "Dina is 16 years old, she has beautiful sing").	

Item information	Answer Key
Item 11 *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Inference *Estimated level of difficulty:* 2	2 = (a) Musical Summer Evenings 0 = other
Sample analysis of this item *The question:* Choose a name for the festival. *Item characteristics:* Multiple-choice	

Considerations when designing the item:

This item taps into the student's ability to pick up on a particular detail that was mentioned at the beginning of the text. The reporter mentioned only once that the concert that evening was part of a summer festival that involved weekly concerts.

Analysis of students' performance:

Successful performance indicates that the student has successfully picked up on the fact that the concert that night was only one of a series of concerts that made up the summer festival.

A student who ticked the option:

- "Musical Families on Stage" may have picked up on the fact that there was a brother and sister at the festival.
- "The Desert Festival" picked up on the last part of the listening text and heard that the next festival will be in the desert (thus being most recent in the student's memory).
- "The Guitar Festival" may have picked up on the mention of a guitar.

General pedagogical recommendations for classroom teaching related to Task 2 and based on items 6-11

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)

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. the use of examples)

Part B

The second part of the test relates to the domain of Access to Information from <u>written</u> texts (Tasks 3 and 4). The tasks are sequenced in order of difficulty.

Task 3

Discourse features (text description)
Text type: Newspaper column
Topic: Opinion about a game
Linguistic aspects of text: High frequency vocabulary, basic sentence structure, present and past tenses.
Length of text: 133 words

Analysis of the text
Newspaper columns are familiar to students from their exposure to them during their years at school. The extra-textual features that include a picture and the rating scale of stars may contribute to the global understanding of the text.

Item description
Total number of test items: 6
Item types: Open – 4, closed (multiple-choice) – 2

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 12 *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Literal *Level of difficulty:* 2	4 = Any of the following phrases or sentences copied from the text: (Senet) (is) (the) oldest (board) game (in the world); (Many Senet boards were) found in (old) (Egyptian) tombs; (The Egyptians played Senet) (5,000) years ago. **Note:** Accept also answers that were rewritten from the text (e.g. in the past). 1 = Egyptian tombs; old 0 = other
Sample analysis of this item *The question:* Senet **isn't** a new game. Copy **a sentence** from the text that shows this.	

Item characteristics:
Multiple-choice

Considerations when designing the item:
This item taps into the student's ability to find evidence in the text for an assertion made in the question.

Analysis of students' performance:
Successful performance indicates that the student has identified the evidence from the text to justify the assertion. Students who answered incorrectly may not have understood the instruction and/or may not have identified the relevant information in the text (sample response: "you will enjoy playing it with your friends"). Incorrect answers may also indicate that students are not familiar with presenting a quote from a text that supports an idea or a paraphrase of the quote.

Item information	Answer Key
Item 13 *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Literal *Level of difficulty:* 2	3 = (a) a game for two players 0 = other
Sample analysis of this item *The question:* Nati gave Senet **only** four stars because it's _____. *Item characteristics:* Multiple-choice *Considerations when designing the item:* This item taps into the student's ability to look for a specific detail in the text. *Analysis of students' performance:* Successful performance indicates that the student has identified the reason for a fact mentioned in the question and understood the cause and effect relationship and the use of "that's why" to indicate this relationship. A student who ticked the option: • "not a popular game" may have based his/her response either on a misunderstanding of the use of stars to represent an opinion; or has picked up on the bolded word "only" which implies a negative connotation. • "a very old game" may have simply referred back to the description and perhaps based his choice on his/her own belief that old is necessarily negative; thus the	

student is relating to his/her impression rather than searching for evidence in the text.

- "a game full of surprises" may have understood that four stars is a relatively high score and this has literally been stated in the text. There may also have been a problem in understanding the emphasis on the word "only", which should have signaled a more negative opinion.

Note that the distractors were designed to include partial information from the text, and on analysis of the student's performance you can get an idea of the level of listening comprehension.

Item information	Answer Key
Item 14 *Benchmark:* Extract relevant information for a specific purpose *Level of comprehension:* Literal *Level of difficulty:* 1	3 = (on) (the) Internet; online; site; web; website 0 = other (e.g. iphone; ipod; computer)
Sample analysis of this item *The question:* Where can you find more information about Senet? *Item characteristics:* Open-ended *Considerations when designing the item:* The student is required to identify the location ("where") in which he/she can find more information. *Analysis of students' performance:* Successful performance indicates that the student has identified the sentence that explicitly states the answer (i.e., on the Internet). Students who answered incorrectly may not have understood what the question requires.	

Item information	Answer Key
Item 15 *Benchmark:* Identify different text types *Level of comprehension:* Inference *Level of difficulty:* 2	4 = (c) to give his opinion about a game 0 = other

Sample analysis of this item

The question:

Why did Nati write the text?

Item characteristics:

Multiple-choice

Considerations when designing the item:

The item was designed to tap into the student's global understanding of the topic of the text.

Analysis of students' performance:

Successful performance indicates that the student has understood the purpose of writing the review, i.e., to share his/her opinion with the readers of the magazine.

A student who ticked the option:

- "to describe life in Egypt" may have based his/her response on the fact that the whole first paragraph is devoted to the history of the game in Egypt, or just noticed the word "Egypt".

- "to explain how to play Senet" may have based his/her response on the expectation that most reviews include an explanation of how to play the game, or on the fact that since it is a game, it would require an explanation of how to play it.

- "to tell about a new website" may have based his/her response on the fact that the Internet is mentioned at the end of the text.

Note that the distractors were designed to include partial information from the text, and on analysis of the student's performance you can get an idea of the level of listening comprehension.

Item information	Answer Key
Item 16 *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Integration *Level of difficulty:* 2	3 = Any answer which includes a request for new information about Senet that does not already appear in the text. Examples: What are the instructions for the game?; How do you play the game?; What do you like most about the game?; Where can you buy the game? **Note:** Do not deduct for grammar or spelling mistakes. 0 = Any answer which repeats information that is already in the text or is irrelevant (e.g. Can you give me more information about the game?).

Sample analysis of this item

The question:

You want to know **more** about Senet.

Write Nati a question.

Item characteristics:

Open-ended

Considerations when designing the item:

The item was designed to tap into the student's ability to relate to the text by drawing on his/her own knowledge of the concept of games (e.g. instructions for playing, places to buy them, etc.) with the restriction of having to come up with questions that have not already been addressed in the text.

Analysis of students' performance:

Successful performance indicates that the student has understood what games involve. Students who answered incorrectly may not have noticed the restriction "more" or may not have been specific enough in their questions. In other words, their questions were too general and did not refer to specific aspects of the game (sample response: "Do you want to know more about Senet"?).

Item information	Answer Key
Item 17 *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Personal response *Level of difficulty:* 2	3 = The pupil marked Yes/No and the explanation matched the opinion, was based on information from the text, and was reasonable; The pupil did not mark Yes/No but integrated a positive/negative answer in the explanation. Examples: No, because it is a game for only two people; Yes, because it makes you think and it is full of surprises; I **want** to play Senet because it is interesting; I **don't want** to play it because I **don't like** board games. 0 = The pupil marked Yes/No, but the explanation did not match the opinion, and/or was not based on information from the text, and/or was not reasonable.

Sample analysis of this item

The question:

Would you like to play Senet?

Item characteristics:

Open-ended

General pedagogical recommendations for classroom teaching related to Task 3 and based on items 12-17

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 consist of at least 95% familiar vocabulary.

B. Skills to work on with your students:
- recognizing different text types through previewing the text
- recognizing the general features of a recommendation column (e.g. description of the item recommended, personal experience, rating the item on a known scale)
- differentiating main ideas from supporting details
- referring back to the text when answering questions and not just basing answers on personal beliefs and impressions
- putting themselves in the place of the writer, viewing the topic from the writer's perspective

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)
- items that tap into understanding how features of a text promote reading comprehension

Task 4

Discourse features (text description)

Text type: Informative
Topic: Gerald Durrell, the famous conservationist
Linguistic aspects of text: High frequency vocabulary, basic sentence structure, past and present tenses.
Length of text: 198 words

Item description

Total number of test items: 4
Item types: Closed (multiple-choice) – 1; open-ended – 2; table completion – 1

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 18 *Benchmark:* Extract relevant information for a specific purpose *Level of comprehension:* 18_a – Literal 18_b – Literal 18_c – Literal *Level of difficulty:* 18_a – 1 18_b – 2 18_c – 2	18_a 2 = 1947 0 = other 18_b 3 = Any answer which states that he wrote a book or that he wrote about his family (and experiences). Examples: (Durrell/He) wrote a book; (wrote) "My Family and Other Animals"; wrote about his family. 0 = other **Note:** Do not accept answers that relate to more than one book (e.g. He wrote many books about animals.). 18_c 3 = Any answer that refers to opening a zoo. Examples: Durrell's zoo opened (on Jersey island); (He) opened a zoo. 1 = His dream came true. 0 = other **Note**: Do not accept answers in the negative (e.g. He didn't want animals to die).

Sample analysis of this item

The question:

Fill in the missing information in the table below.

Item characteristics:

Table completion

Considerations when designing the item:

The item was designed to tap into the student's ability to identify a detail within the text. An analysis of each item in the table is presented separately below.

Analysis of students' performance:

Item 18_a: Successful performance indicates that the student has understood the content of the statement and was able to find a paraphrase of the statement in the text. It involved understanding one main vocabulary item: "countries". When the meaning of this word was accessed, the student had to look for a sentence in the text that mentions the word itself (which is a generalization) or some examples of it (i.e., England, Africa). The knowledge that names of countries start with a capital letter may have been used to locate these names. Unlike the necessity to understand the meaning of the word "countries", the meaning of the word "visited" (in the question) or "traveled" in the text was optional. This is because once the information about the two countries was located in the text, the student just had to look for a number (i.e., year) that appears in the closer context – at the beginning of the sentence.

Students who answered incorrectly may not have understood the word "countries" and/ or may have accessed an incorrect part of the text that included names of places that start with capital letters and have a year number in the closer context.

Item 18_b:

Successful performance indicates that the student has located the number "1955" in the text and has been able to infer that the word "it" refers to the word "book" in the preceding sentence. In other words, the student was able to understand the anaphoric signal (the word "it") that links back to prior information in the text. Students who answered incorrectly may not have understood the referent of the word "it"**,** and/or may not have accessed the correct part of the text.

Item 18_c:

Successful performance indicates that the student has located the number "1958" in the text and has understood that the temporal clause following the number gives a description of what happened in that year.

Students who answered incorrectly may not have accessed the correct part of the text and/or may not have understood the content of the sentence in which "1958" appeared (i.e., the target sentence). Instead, they may have referred to the previous sentence (e.g. "Durrell had a dream to open a special zoo").

Item information	Answer Key
Item 19 *Benchmark:* Extract relevant information for a specific purpose *Level of comprehension:* Literal *Level of difficulty:* 2	3 = (on the island of) Jersey (near England) 0 = other
Sample analysis of this item *The question:* Where is Durrell's special zoo? *Item characteristics:* Open question *Considerations when designing the item:* The item was designed to tap into the student's ability to locate a specific detail within the text. *Analysis of students' performance:* Successful performance indicates that the student has located the relevant information in the text. Students who answered incorrectly may not have located the relevant information regarding the location of the zoo and/or may have confused the meaning of the wh-word "where" with that of "why" (sample performances: "his zoo save animal in danger of extinction"; "to see animals and learn about their importance"). Other students may have picked up only on the words "special zoo" without attending to the question word (sample performance: "Durrell had a dream to open a special zoo").	

Item information	Answer Key

Item 20
 Benchmark:
 Understand the main ideas and supporting details in a text
 Level of comprehension:
 Inference
 Level of difficulty:
 3
	4 = Any answer that relates to **two** of the following three ideas:
	 1. Durrell's career as a writer
	    Examples: (He) wrote many books; (He) wrote a famous book.
	 2. Durrell's ideas about zoos
	    Examples: His ideas about zoos became popular all over the world.
	 3. Durrell's actions
	    Examples: He opened a (special) zoo; Durrell/He helped/saved many animals (in his life).
	 2 = **One** of the options above

	Note: Two answers that incorporate the same idea are considered as one (e.g. He was a writer. He wrote a book.). 0 = other **Note:** Do not accept answers such as: "He was an animal lover" without relating to what he did about it, or "He was famous for his ideas" without mentioning the idea.

Sample analysis of this item

The question:

What is Durrell famous for?

Give **two** answers from the text.

Item characteristics:

Open-ended

Considerations when designing the item:

The item was designed to tap into the student's ability to recognize two distinct details that support the main idea in the text.

Analysis of students' performance:

Successful performance indicates that the student has identified the relevant information. He/She has been able to give concrete evidence that shows what Durrell did or the theories that made him famous. Students who answered incorrectly may not have understood the question (**What** is Durrell famous **for**?). In other words, apart from vocabulary knowledge that could have interfered, the structure of a wh- question that has a preposition at the end may cause difficulty in understanding. Incorrect answers may also stem from students providing only insufficient and/or vague information in their response (sample response: "He was famous for his ideas" without mentioning the ideas).

Item information	**Answer Key**
Item 21 *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Inference *Level of difficulty:* 2	3 = (c) Durrell's life 0 = other
Sample analysis of this item *The question:* The topic of the text is _____.	

Item characteristics:
Multiple-choice

Considerations when designing the item:
The item is designed to tap into the student's ability to identify the topic of the text.

Analysis of students' performance: Successful performance indicates that the student has identified and understood the main idea of the text.

A student who ticked the option:
- "how to save animals" may have understood that Durrell saved animals, and this is an important and central issue; he/she may have just picked up on the word "animal" in the title.
- "Durrell's travels" may have based his/her response on reading about his travels both to Africa on the collecting trip and/or on the mention of different places in the text.
- "the history of zoos" may have picked up on the dates appearing in the text and also the multiple mention of the word "zoo".

General pedagogical recommendations for classroom teaching related to Task 4 and based on items 18-21

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 consist of at least 95% 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 various levels and on a variety of topics. Furthermore, you 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 date, salutation/closing, pictures, etc.)
- identifying topics first at the paragraph level and then at the text level; for example, identifying the purpose of every paragraph and making the connections between paragraphs to create the mental map of the text
- 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)

- using reference words (e.g. "it", "this", "that") to support understanding and applying strategies to retrieve their referents
- monitoring comprehension, e.g. stopping and asking oneself, "What have I understood up till now?"
- checking answers and asking themselves whether they have addressed the question, whether they have provided sufficient and clear information

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 – special reference to wh- question words that are objects of a preposition (e.g. What is he famous for?, Who is this present for?)

Part C

The third part of the test relates to the domains of Access to Information from <u>written</u> texts (Task 5) and Written Presentation (Task 6).

Task 5

Discourse features (text description)

Text type: An article in a teen magazine.

Topic: The importance of laughter

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

Length of text: 189 words

Analysis of the text

The text is an article in a teen magazine. It presents a report about a laughter workshop the reporter attended.

Item description

Total number of test items: 6

Item types: Closed – multiple-choice – 1; open questions – 5; table - 1

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 22a *Benchmark:* Extract relevant information for a specific purpose *Level of comprehension:* Literal *Level of difficulty:* 2	1 = (Dr.) Eli/Tagada 0 = other 22b
Sample analysis of this item *The question:* Who was the speaker? *Item characteristics:* Table completion *Considerations when designing the item:* The item was designed to tap into the student's ability to identify a specific detail in the text,	

i.e., the speaker.

Analysis of students' performance:
Successful performance indicates that the student has understood that he/she is required to locate the relevant name and it should correspond with the topic of his/her talk (which is already given in the third column). Students who answered incorrectly may not have located the appropriate speaker and/or may have not understood the question.

Item information	Answer Key
Item 22b *Benchmark:* Extract relevant information for a specific purpose *Level of comprehension:* Literal *Level of difficulty:* 3	1 = Doctor/Dr. (from children's hospital); a (children's) doctor 0 = other

Sample analysis of this item

The question:
What is the speaker's job?

Item characteristics:
Table completion

Considerations when designing the item:
The item was designed to tap into the student's ability to locate a specific detail, i.e., the job.

Analysis of students' performance:
Successful performance indicates that the student has identified the job (a doctor) in the phrase that follows Tagada's name: "a doctor from Children's Hospital". Students who answered incorrectly may not have understood the question; may not have been able to match the relevant job; may not have been able to use the clue in the chart that mentions another job; or perhaps did not know how to complete a table.

Item information	Answer Key
Item 22c *Benchmark:* Extract relevant information for a specific purpose *Level of comprehension:* Literal *Level of difficulty:* 2	1 = (Professor) Leila/Adnan 0 = other

Sample analysis of this item

The question:

Who was the speaker?

Item characteristics:

Table completion

Considerations when designing the item:

The item was designed to tap into the student's ability to identify a specific detail in the text, i.e., the speaker.

Analysis of students' performance:

Successful performance indicates that the student has understood that the name of one of the people mentioned in the text should be located and it should correspond with the topic of his/her talk and his/her job (which are already given in the relevant columns). Students who answered incorrectly may not have located the appropriate speaker and/or may have not understood the question.

Item information	Answer Key
Item 22d *Benchmark:* Extract relevant information for a specific purpose *Level of comprehension:* Literal *Level of difficulty:* 3	1 = clown 0 = other
Sample analysis of this item *The question:* What is the speaker's job? *Item characteristics:* Table completion *Considerations when designing the item:* The item was designed to tap into the student's ability to locate a specific detail, i.e., the job. *Analysis of students' performance:* Successful performance indicates that the student has identified the job (a clown) in the sentence in which Yolanda is mentioned. Students who answered incorrectly may not have understood the word "clown" and/or may have picked up on the wrong detail in the text (sample performance: clown taught).	

Item information	Answer Key
Item 22e *Benchmark:* Extract relevant information for a specific purpose *Level of comprehension:* Literal *Level of difficulty:* 3	1 = Any answer that relates to jokes and/or making people laugh. Examples: how to make people laugh; how to tell jokes; why some jokes are funnier than others; (telling) jokes 0 = other

Sample analysis of this item

The question:

What was the topic of the talk?

Item characteristics:

Table completion

Considerations when designing the item:

The item was designed to tap into the student's ability to identify the main idea related to a particular presenter. Each description of the presenters may be considered a "stand-alone" text. As such, by identifying the topic of a talk, the student has identified the main idea of that "stand-alone" text.

Analysis of students' performance:

Successful performance indicates that the student has located the topic that was signaled by a wh- question word at its beginning (e.g. "how to make people laugh" / "what kind of jokes to tell" / "why some jokes are funnier"). Students who answered incorrectly may not have located the appropriate topic and/or may have not understood the question.

Item information	Answer Key
Item 23 *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Literal *Level of difficulty:* 3	4 = (a) to explain how laughter helps sick children 0 = other

Sample analysis of this item

The question:

Why did Dr. Tagada show a movie in the workshop?

Item characteristics:
Multiple-choice

Considerations when designing the item:
This item taps into the student's ability to understand the purpose of one of the activities mentioned in the text (sample performance: showing a movie in the workshop).

Analysis of students' performance:
Successful performance indicates that the student has understood the purpose of showing the film.
A student who ticked the option:
- "to help sick children get better" may have understood that the doctor intends for the children to get better, but did not realize that this was not necessarily related to the reason for showing the movie; he/she may not have recognized the concept of giving a talk.
- "to teach people how to tell funny jokes" may have made a connection between laughter and jokes.
- "to make children in hospitals laugh" may have picked up on the fact that the purpose was to make children laugh, but he/she didn't understand that it was part of the presentation and was not aimed at making children laugh.

Item information	Answer Key
Item 24a *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Literal *Level of difficulty:* 3	2 = Any answer that includes muscles and an appropriate verb (e.g. use/work/exercise) Example: (We) exercise our muscles. 0 = other

Sample analysis of this item
The question:
Fill in the missing information about the effects of laughter on our health (lines 8-15).

Item characteristics:
Open-ended

Considerations when designing the item:
This item taps into the student's ability to understand the explicit cause and effect relationship in the assigned lines (8-15). The format of a flow chart emphasizes the cause and effect relationship by showing that one result becomes the cause of another result.

Analysis of students' performance:
Successful performance indicates that the student has understood the role of the reference

word "this", which indicates that the information that preceded it is the cause. Students who answered incorrectly may not have understood the question; may not have understood the cause and effect relationship; or may not have been able to transfer their understanding of the cause and effect relationship into the graphic organizer.

Item information	Answer Key
Item 24b *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Literal *Level of difficulty:* 2	2 = Any answer that describes improving your health. Examples: (Our) (body) fights illness; (We) (become) healthier; (We) feel better; better health 0 = other
Sample analysis of this item *The question:* Fill in the missing information about the effects of laughter on our health (lines 8-15). *Item characteristics:* Open-ended *Considerations when designing the item:* See 24a *Analysis of students' performance:* See 24a	

Item information	Answer Key
Item 25 *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Literal *Level of difficulty:* 3	3 = Any answer that relates to reducing stress and/or making people feel better or happier. Examples: It can reduce stress; it can make me/you feel happier/better; it can make unhappy people feel happy. 0 = other (e.g. it is healthy to laugh; our body becomes stronger)
Sample analysis of this item *The question:* Complete the sentence. According to Professor Adnan, a good laugh can help you because _____.	

Item information	Answer Key
Item 26 *Benchmark:* Extract relevant information for a specific purpose *Level of comprehension:* Inference *Level of difficulty:* 4	3 = interesting; fascinating; helpful; wonderful **Note:** Accept answers with a phrase or a sentence that includes one of the words above. 0 = other **Note:** Don't accept the words "enjoy", "importance" or "good".

Sample analysis of this item

The question:
Copy a word from the article that shows that Joe King liked the workshop.

Item characteristics:
Open-ended

Considerations when designing the item:
This item taps into the student's ability to infer feelings from the writer's choice of words.

Analysis of students' performance:
Successful performance indicates that the student has inferred the feelings from the chosen vocabulary. Students who answered incorrectly may not have understood the question and/or may have focused on words that have positive connotations (sample performance: "enjoy", "important") rather than on expressions of attitude and feeling.

Item information	Answer Key
Item 27 *Benchmark:* Understand the main ideas and supporting details in a text *Level of comprehension:* Personal response *Level of difficulty:* 3	3 = Any answer that includes a name of a speaker and a logical explanation that relates to what the speaker said. Examples: Dr. Tagada, because I want to see the movie he showed; I want to learn about the connection between laughter and health. 2 = Answer only includes explanation. Example: I want to learn how to tell jokes. 0 = Explanation isn't related to the speaker that the pupil chose (e.g. Dr. Tagada, because I want to learn how to tell jokes.); Explanation is related to the speaker's job and not to what happened in the workshop (e.g. Yolanda, I love clowns, they make me laugh); name of the speaker only; other (e.g. I like movies).

Sample analysis of this item

The question:

Which speaker do you want to hear?

Explain your choice with information from the text.

The speaker I want to hear is _____ because _____.

Item characteristics:

Open-ended

Considerations when designing the item:

This item taps into the student's ability to understand either the message or the type of job of the three speakers. Then the student needs to state his/her personal preference of speaker and explain it. A student who provides a justifiable explanation has understood the relationship between an opinion and the need to provide support for that opinion.

Analysis of students' performance:

Successful performance indicates that the student has successfully extracted the main idea or the role (expert, clown and therapist) of one of the characters and has related it 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 may not have extracted the main idea of the speaker or his role from the text, and/or they may have given the name of the speaker but not provided relevant support, or not supported it all, and/or vice versa.

General pedagogical recommendations for the classroom related to Task 5 and based on items 22-27

A. Have your students practice their reading skills by using a variety of texts of differing lengths and levels of difficulty. 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 topics and subtopics of a text
- differentiating main ideas from supporting details
- 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 cause and 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 6

Item description

The item requires the student to relate to the question of whether watching TV or using the computer is a waste of time.

Administration

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

Task and Item Information

Item 28

Many parents complain that their children watch too much television or spend too much time on the computer.

What do you think? Is watching TV or using the computer a waste of time?

Explain your opinion.

Write 60-80 words in English.
Pay attention to grammar, spelling and punctuation.

Benchmark:
Express ideas and opinions about general topics and experiences using main ideas and supporting details.
Level of difficulty:
28_CA 3
28_AC 3
28_LE 2
Total scoring range:
0-20

TASK 6: Written presentation

Task Item #	Item Type	Answer Key	Coding Range
28 CA Communicative Ability	OP	See instructions below	0–9
28 AC Accuracy	OP	See instructions below	0–9
28 LE Length	OP	See instructions below	0–2

Assess pupils' writing according to the scales below. The pupils receive a grade for *Communicative Ability* (0–9), a grade for *Accuracy* (0–9) and a grade for *Length* (0–2) for the entire task.

Note: The intermediate levels (1–2, 4–5, 7–8) 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	9
	7–8
• Information is relevant to the topic, but limited • Message is mostly clear and organized • Vocabulary is adequate and is generally appropriate	6
	4–5
• Information is limited and/or mostly irrelevant to the topic • Message is difficult to follow • Vocabulary is limited	3
	1–2
• Does not write in English • Copies instructions • Writes set(s) of isolated words	0

Accuracy

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	9
	7–8
• 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	6
	4–5
• Incorrect simple sentence structure • Many errors of subject-verb agreement, tense, pronouns, articles, and prepositions OR not enough language to assess accuracy • Many errors in spelling, punctuation, and capitalization	3
	1–2
• Does not write in English • Writes set(s) of isolated words • Only copies instructions	0

Length

Length	
• Writes at least 55 words	2
• Writes between 40-54 words	1
• Writes 39 words or less	0

Student Performance

Many parents complain that their children watch too much television and waste time on the computer.

First, I think that watching TV isn't a waste of time because when the children watch TV usually they learn new things. Also they can lauging a lot if they watch a hommor program and laugh is good for the children's healthy. Secendly, using the computer isn't a waste of time because on the computer children can chat with they friend and not on cellphone and it is cheaper. Moreover, using the computer can waste the time when you are boring.

In conclusion, watch a TV or using the computer is not a waste of time.

Communicative Ability: 9

All the information is relevant; the message is clear. The essay includes an opening, a body that presents two arguments to support the stated opinion and a conclusion. Vocabulary is appropriate, to the task and purpose. The essay has an appropriate paragraph format.

Accuracy: 6

Sentence structure and word order is generally correct. Subject-verb agreement is correct. Some errors of tense, pronouns and articles.

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 content is presented accordingly. Of particular interest is the organization – the student has shown an understanding of persuasive essay structure.

Student Performance

Many parents doesn't want he's children watch TV because many problems I think the TV is bad because you in the TV you addicted to her and you don't want to play outside and go to friends. furthermore, you don't want to make homework because you addicted. to sum up, TV is bad for the children and for the house

Communicative Ability: 5

Information is relevant to the topic, but limited. That is, the ideas are not well developed. The message is mostly clear and relevant, but the use of vocabulary is quite limited.

Accuracy: 6

Mostly correct simple sentence structure and subject-verb agreement. Some errors of subject-verb agreement and pronouns. In addition, there are some errors in capitalization

Length: 2

According to the task requirements.

Insights from Performance:

The student manages to state a clear message (in 60 words) using a structure of a persuasive essay structure (i.e., an opening, a body and a conclusion). However, some major gaps in vocabulary and grammar restrain the performance. The vocabulary gap can be demonstrated in the use of the word "problems" as a generic word for "reasons". The gap in grammar can be shown in the use of the pronoun "her" for "TV" or "he's" instead of "their".

Student Performance

I think the watching the TV is very good and funny and I don't understand the parents. I watch TV allday. The parents need give the children watch TV because this is what children want. But, don't the showes is not good.

Communicative Ability: 4

The essay presents very limited information and though there is an attempt at presenting an argument, the essay does not continue the way it is expected. The "but" is presented but the argument that follows is not clear and there is no explanation for the statement. Vocabulary is quite limited.

Accuracy: 5

Mostly correct simple sentence structure

Length: 1

Writes less than 49 words.

Insights from Performance:

The student seems to have a sense of the argument he wants to present. However, his vocabulary knowledge seems to be limited, thus restraining written expression of ideas.

General pedagogical recommendations for classroom teaching related to Task 6 and based on item 28

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.)