Table of Specifications of the Meitzav Examination: Eighth Grade 2014

Domain	Possible Benchmarks	No. of Tasks	Possible Text Types	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 in order to identify points of view in a text, distinguishing fact from opinion	2	• advertisement • announcement • broadcast • conversation • excerpt from a lesson • interview • message • news / weather report • oral presentation • radio program • report • speech • story	**Level One** Approximately 100 – 120 seconds **Level Two** approximately 120 - 150 seconds	• filling in a chart / table • graphic organizer • matching • multiple-choice • open-ended (e.g. wh-questions, sentence completion, etc.) • sequencing	• Literal • Integration • Inference • Personal response

Tasks 1 and 2 are listening comprehension tasks, recorded onto a CD which is provided with the exam. Each text has been recorded twice, giving the pupils an opportunity to recheck their answers and better comprehend the text.

המזכירות הפדגוגית

ראמ"ה
הרשות הארצית למדידה והערכה בחינוך

Domain	Possible Benchmarks	No. of Tasks	Possible Text Types	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 • flyer • interview • letter / email • message • notice • postcard • review • short expository text • story • timetable / schedule • web page	**Level one** (two texts) approximately 100 – 140 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, entence completion, etc.) • sequencing	• Literal • Integration • Inference • Personal response

Domain	Possible Benchmarks	No. of Tasks	Length of Texts	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**	70 - 80 words	• article (e.g. for school newspaper) • blog • friendly letter • extended form • forum • short composition (e.g. opinion, description.) • story	**Communicative Ability** • relevance • clarity of message **Vocabulary** • varied • appropriate **Accuracy** • use of basic syntactical and grammatical structures (word order and verb form) • spelling • basic punctuation and capitalization **Length** • at least 70 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. It also includes reference questions.

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 experience in order to produce a response that is not explicitly stated in the text. It also includes 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.

Dictionary use

Dictionary use is not permitted on the Meitzav English tests. These tests test English language proficiency which includes knowledge of vocabulary expected of the tested age group; when words pupils are not expected to know are used, their translations are given. For this reason, the use of a dictionary is not suitable for these tests, although it is an important tool to be used in the process of teaching and learning in the classroom.