

## Table of Specifications for the internal Meitzav Exam: 5<sup>th</sup> Grade 2020

### Foundation Level

This Meitzav exam is designed to assess the English level of 5th grade pupils, based on the expected level according to the English curriculum: [English Curriculum for Elementary School \(2020\)](#)

The table of specifications below describes the exam structure.

## המזכירות הפדגוגית

## ראמ"ה

הרשות הארצית למדידה והערכה בחינוך

Activities	Global Can-do Statements	Task level & Length	Value	Notes
<b>Spoken reception</b> (Listening)	<ul style="list-style-type: none"> <li>Can understand concrete information (e.g. places and times) on familiar topics encountered in everyday life, delivered in slow and carefully articulated speech when necessary</li> <li>Can understand a talk, teacher instructions or classroom discussions, when the language is in context across a range of social and learning situations</li> </ul>	<p>sentence level approximately 120 words</p> <p>text level approximately 350 words</p>		This year's exam will not include listening comprehension tasks. You may access old listening comprehension tasks from previous exams on the RAMA site.

המזכירות הפדגוגית

ראמ"ה

הרשות הארצית למדידה והערכה בחינוך

Activities	Global Can-do Statements	Task level & Length	Value	Notes
<b>Written reception</b> (Reading)	• Can understand basic sentences describing someone's physical appearance, (e.g. eye/hair color, height) and familiar everyday items (e.g. color, size), especially when supported by pictures	sentence level	25%	
	• Can understand stories and short texts on a range of familiar topics written with Band I vocabulary and sometimes supported by illustrations and pictures, rereading as required	text level (two texts) approximately 160 words	25%	
		approximately 200 words	25%	

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הרשות הארצית למדידה והערכה בחינוך

Activities	Global Can-do Statements	Task level & Length	Value	Notes
<b>Written production/ Written interaction</b> (Writing)	<ul style="list-style-type: none"> <li>Can write simple isolated phrases and sentences using Band I vocabulary</li> <li>Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using Band I vocabulary</li> <li>Can write short, simple texts for an increasing variety of purposes (e.g. greeting card, invitation, short message) using Band I vocabulary</li> <li>Can write a short, very simple message to family/friends to give information, react or ask a question</li> </ul>	<p>word level</p> <p>sentence level</p>	<p>5%</p> <p>20%</p>	<p><u>Assessment Criteria:</u></p> <p>Communicative Ability</p> <ul style="list-style-type: none"> <li>Relevance</li> <li>Appropriate Vocabulary</li> <li>Clarity</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Articles</li> <li>Prepositions</li> <li>Pronouns</li> <li>Sentence structure</li> <li>Subject-verb agreement</li> <li>Correct verb forms</li> <li>Singular/plural</li> <li>Word order</li> </ul> <p>Mechanics</p> <ul style="list-style-type: none"> <li>Capitalization</li> <li>Full stop</li> <li>Spelling</li> </ul>

## Appendix Can-do Statements for the 5th grade Exam

### Foundation Level

#### Activities

#### (●) Global and (○) Operative Can-do Statements

##### Spoken reception (Listening)

- Can understand concrete information (e.g. places and times) on familiar topics encountered in everyday life, delivered in slow and carefully articulated speech when necessary
  - Can understand some words and expressions when people are talking about themselves, family, school, hobbies or surroundings
  - Can recognize words and simple phrases related to familiar topics with or without the support of pictures
  - Can understand simple language related to naming and describing people's clothes
  - Can understand basic information about someone's immediate family with or without the support of pictures or gestures
  - Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes
  - Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a waiter in a café), when people talk slowly and clearly
  - Can understand and follow short and simple instructions/directions addressed carefully and slowly to him/her, including simple teacher directions and explanations
  - Can understand when someone tells him/her where something is, provided the object is in the immediate environment
  - Can pick up concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered slowly and clearly

המזכירות הפדגוגית

ראמ"ה

הרשות הארצית למדידה והערכה בחינוך

Activities

(●) Global and (○) Operative Can-do Statements

- Can understand basic questions about objects present in their immediate surroundings or in pictures (e.g. 'What's this?')
- Can understand information (e.g. figures, prices and times) given slowly and clearly in a public announcement, (e.g. at a railway station or in a shop)
- Can identify the day, date and time (e.g. 8:00, this afternoon) in short, simple dialogues, spoken slowly and clearly, with or without the support of pictures or gestures
- Can understand basic phrases about the weather, spoken slowly and clearly
- Can understand short, simple questions related to basic personal information
- Can understand a talk, teacher instructions or classroom discussions, when the language is in context across a range of social and learning situations
  - Can understand basic descriptors (adjective from Band I Cores I and II) about where things or people are, if spoken slowly and clearly and supported by pictures or gestures
  - Can identify the names of people or places in short, simple dialogues, if spoken slowly and clearly
  - Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures

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הרשות הארצית למדידה והערכה בחינוך

Activities

(●) Global and (o) Operative Can-do Statements

**Written reception**

(Reading)

- Can understand basic sentences describing someone's physical appearance, (e.g. eye/hair color, height), and familiar everyday items (e.g. color, size), especially when supported by pictures
- Can understand stories and short texts on a range of familiar topics (e.g. sports, music or travel) written with Band I vocabulary and sometimes supported by illustrations and pictures, rereading as required
  - Can get the idea of the content of simple informational material and short simple descriptions, especially if there is visual support
  - Can understand short (illustrated) creative texts that are written in simple words
  - Can get the idea of the content of simple informational material and short simple descriptions, especially if there is visual support
  - Can understand short, simple messages in postcards, social media or email (e.g. proposing what to do, when and where to meet)
  - Can find and understand simple, important information in advertisements, in programs for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times, etc.)
  - Can understand the information in a simple school timetable giving days and times of classes
  - Can follow basic instructions for making something (e.g. a mask, a clock), if supported by pictures
  - Can understand basic written instructions for classroom activities (e.g. 'Read and match')
  - Can understand short, simple descriptions of familiar places, if supported by pictures
- Can understand stories and short texts on a range of familiar topics (e.g. sports, music or travel) written with Band I vocabulary and sometimes supported by illustrations and pictures, rereading as required
  - Can read common irregular words such as 'which' and 'who', and can recognize and read more complex, but still common letter patterns (e.g. '-igh'). When instructed, they can recognize common suffixes and prefixes, and use these to construct meaning (e.g. '-ed' for past tense of regular verbs)

המזכירות הפדגוגית

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הרשות הארצית למדידה והערכה בחינוך

Activities

(●) Global and (o) Operative Can-do Statements

**Written  
production/  
Written  
interaction**  
(Writing)

- Can write simple isolated phrases and sentences using Band I vocabulary
  - Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorized words and /or using pictures as support
- Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using Band I vocabulary
  - Can write about themselves and fictitious people, where they live and what they do
  - Can describe certain everyday objects (e.g. the color of a car, whether it is big or small)
  - Can write a few basic sentences introducing themselves and giving basic information, especially when given prompts or a model
  - Can write basic sentences identifying immediate family members, especially when given prompts or a model
  - Can write basic sentences describing everyday items (e.g. color, size), especially when given prompts or a model
  - Can write about simple, daily routines and activities
  - Can write basic sentences about what they and others possess (e.g. everyday items, pets), given prompts or a model
- Can write short, simple texts for an increasing variety of purposes (e.g. greeting card, invitation, short message) using Band I vocabulary
- Can write a short, very simple message to family/friends to give information, react or ask a question
  - Can write short phrases and sentences to give basic information (e.g. name, address, family, on a form or in a note)
  - Can ask or pass on personal details in written form
  - Can leave a simple message giving information on e.g. where he/she has gone, what time he/she will be back (e.g. 'Shopping: back at 5 p.m.')
  - Can write messages and online posting as a series of very short sentences about hobbies and likes/dislikes, using simple words and formulaic expressions
  - Can post simple online greeting, using basic formulaic expressions and emotions