

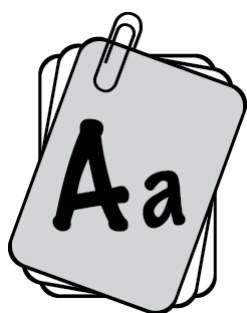


מדינת ישראל
משרד החינוך

ראמ"ה
הרשות הארצית
למידה והערכה בחינוך

המזכירות הפדגוגית

מיצ"ב



Scoring Key for the English Exam

8th Grade | Internal | Haredi | Row A | Row B



2235

תש"ף

Guidelines for Marking the Exam

This document contains the scoring key for the 8th grade internal Meitzav exam.

All item types:

- If the student did not mark or write an answer, or wrote "don't know", drew a picture, copied instructions, did not write in English etc., leave the grade cells empty in the Meitzavit.

Open-ended items:

- For certain items, some of the scoring guidelines are given in parentheses. These additions are correct, but not essential in students' answers. Therefore, accept answers even if they do not include these additions.
- Do **not** deduct points for grammar or spelling mistakes unless indicated otherwise.
- When an answer contains more than the information required:
 - If the additional information is incorrect, consider the whole answer incorrect.
 - If the additional information is not wrong, do not deduct points unless indicated otherwise.
 - If the additional information is indiscriminately copied from the text (e.g., a whole paragraph, parts of the sentence before or after the answer), consider the whole answer incorrect. It is important that students give focused answers. Copying long sections from the text shows an inability to identify the answer.
- The handwriting font is used to show examples of students' answers.

Multiple-choice items:

- The correct answer in Row A can be found on the left-hand side of the scoring key. The correct answer to the same item in Row B is written on the right-hand side.
- Evaluate the answer according to the scoring key and enter the appropriate grade.
- If the student marked two or more answers, give zero points.

Task 1 – Volunteering Letter

Access to Information from Written Texts

Question 1

Objective: identifying a fact (literal)

3 pts Any answer that refers to helping / volunteering / playing (with children) / helping (children) with (their) homework.

E.g.,

- help people
- play games
- do homework with kids

0 pts other

Question 2

Row B

Objective: identifying facts (literal)

4 pts The student chose the two following answers and nothing else:

☒ working in the gardens

—

☐ writing the school newspaper

—

☒ cooking meals for poor people

—

☐ taking children to school

☒

☐ collecting money for the community

☒

2 pts The student chose two answers and only one answer is correct; the student chose only one correct answer.

0 pts other; the student chose three or more answers (even though one or more answers are correct).

Question 3

Objective: identifying facts (literal)

4 pts three correct answers

2 pts two correct answers

0 pts one or no correct answers

	True	False
a.		✓
b.	✓	
c.		✓

	True	False
a.	✓	
b.		✓
c.		✓

Question 4

Objective: identifying facts (literal)

4 pts Any two answers that relate to the students getting information from two different places:

- from the teacher
- from the school newspaper
- in the classroom / in school
- from students' experiences

E.g.,

- They can get information in class
- Read the newspaper
- They can ask the teacher questions
- Ask students about it

2 pts only one correct answer

0 pts other

Note:

- If the student wrote two answers that refer to the same place, assess as one answer.
E.g., classroom and school
- If the student wrote both answers on the same line, assess as two answers.

Question 5

Objective: identifying the main idea (inference)

4 pts (c) the volunteer program for 8th grade students

answer (b)

0 pts other

Question 6

Objective: drawing an inference from the text (inference)

4 pts (a) When you volunteer you can make a real change.

answer (d)

0 pts other

Task 2 – Supermarket Shopping

Access to Information from Written Texts

Question 7

Objective: identifying a fact (literal)

4 pts (d) buy things they don't need

answer (c)

0 pts other

Question 8

Objective: justifying a fact found in the text (literal)

4 pts Any answer that mentions both of the following:

walking through the store / being on our way to the cheese.

AND

seeing more items / picking up more items / buying more things / spending more money.

E.g.,

- We need to go through the whole store and buy more.
- Most of us need to buy them and on the way we put other items in our shopping carts.
- They want us to walk through the whole store and buy things we don't need.

2 pts Any answer that mentions only one of the above.

E.g.,

- We will see a lot of things so we can buy them and spend more money.
- Because they want us to take more things.
- Supermarkets arrange the food so that we put more food in our shopping carts.
- So we must walk through the whole store to get them.

0 pts other

Question 9

Objective: identifying a causal relationship (literal)

4 pts (c) People see candy just before they pay.

answer (b)

0 pts other

Question 10

Objective: understanding the main idea in each paragraph and finding similarities (inference)

4 pts (d) explain how supermarkets encourage us to buy more

answer (a)

0 pts other

Question 11

Objective: identifying a reference (inference)

4 pts (a) making a list

answer (b)

0 pts other

Question 12

Objective: integrating information from the text to give a personal response (personal response)

4 pts Any answer stating where the student would put fresh bread and a reasonable explanation for mentioning that place.

E.g.,

- I will put it at the back because it is food everyone needs like milk, eggs.
- I will put it close to the exit next to more popular food to make people buy it.
- I will put fresh bread in the middle of the supermarket, and in that way people can smell the bread when they are in the shop, walk to it and buy more things.

0 pts other

Task 3 – Living Like a Turtle

Access to Information from Written Texts

Question 13

Objective: identifying the main idea (inference)

4 pts	(b) like turtles, some people carry their houses with them	answer (c)
0 pts	other	

Question 14

Objective: identifying a fact (literal)

4 pts	(c) to find a place with food for the animals to eat	answer (d)
0 pts	other	

Question 15

Objective: identifying a fact (literal)

4 pts	(when) the weather changes / it rains	
0 pts	other	

Question 16

Objective: finding contrasting information from different parts of the text (integration)

4 pts	(b) Caravans have wheels.	answer (a)
0 pts	other	

Question 17

Objective: identifying facts (literal)

- 3 pts** five correct answers
2 pts four correct answers
1 pt three or two correct answers
0 pts other

Type of house	People who live/lived there	Made of...
	a. (people in) Mongolia	
b. bulla		c. straw
d. tepee	e. (people in) America / (Native) (American) Indians / Natives	

Question 18

Objective: finding similarities in different parts of the text (integration)

- 4 pts** Any answer that relates to the ability to move the house from place to place.
 E.g.,
- To move quickly
 - This is important because it is easy to move from place to place.
- 0 pts** other

Task 4 – An important event

Written Presentation

Question 19

Objective: expressing ideas

Assess students' writing according to the guidelines below and the criteria on the following pages.

Grades are given for the following criteria:

Content – Relevance (0,2,4) and Cohesion (0,2,4)

Vocabulary (0,3,5)

Language Accuracy (0,2,4)

Mechanics (0,2,4)

Text Length (0,3,9)

with no intermediate scores other than those given.

Guidelines:

- The grade given within each criterion should be based on a global assessment of the text: strong, intermediate, weak.
- If the content is not relevant to the instruction, give 0 points for all criteria in the Meitzavit.
- Very short answers should not be assessed. If the student wrote fewer than 15 words give 0 points for all criteria in the Meitzavit.
- Words that are not in English should be ignored.

Content

Two criteria are assessed for content: Relevance and Cohesion

Relevance

In relevance the marker is looking for a text that is on topic.

4 pts Strong (the text is completely on topic)

2 pts Intermediate (the text is partially on topic)

0 pts Weak (the text is not at all on topic or the student only copies instructions)

If you give 0 points for relevance, give 0 points for all other criteria.

Cohesion

In cohesion the marker is looking for a text that is written in a logical order.

Typically, a cohesive text has:

- an introductory sentence
- a concluding sentence
- adverbs of sequence (e.g., first, second, then, later)
- conjunctions (e.g., although, because, therefore, but)

4 pts Strong (the text has a high level of cohesion)

2 pts Intermediate (the text has partial cohesion)

0 pts Weak (the text has no cohesion)

Vocabulary

In vocabulary the marker is looking for:

- correct and varied use of words
- appropriate use of lexical chunks and phrases, with their prepositions (e.g., phrasal verbs, collocations, idioms)

5 pts Strong (appropriate and varied use of words)

3 pts Intermediate (some words are not used appropriately AND / OR the vocabulary is not varied enough)

0 pts Weak (many words are not used appropriately)

Language Accuracy

In language accuracy the marker is looking for:

- correct sentence structure
- correct use of tenses, form of the verb, subject-verb agreement, modals
- correct use of parts of speech, articles, singular and plural words
- correct word order
- correct use of pronouns

4 pts Strong (mainly good grammar)

2 pts Intermediate

0 pts Weak (very poor grammar)

Mechanics

In mechanics the marker is looking for correct spelling, punctuation, and capitalization.

Note: If the student misspelled the same word more than once, consider as a single error.

4 pts Strong (only a few mechanics errors)

2 pts Intermediate

0 pts Weak (many mechanics errors)

Text Length

In text length count all words (including *a*, *the*, etc.)

9 pts The student wrote **at least 68 words**

3 pts The student wrote **between 50-67 words**

0 pts The student wrote **49 words or fewer**

If there are fewer than 15 words, give 0 points here and for all other criteria.

For scoring examples of the written presentation task see appendix.

Appendix

Scoring Examples of the Written Presentation Task

Example 1

i will talk about my "bar mitsva". bar mitsva is a jews event when boy get to age 13 they celebrate it. in my bar mitsva i was really exited because all of my friends and family was there. in my bar mitsva I head my "drasha" I was happy that I say the "drasha" I did it very good and my family say that I did very good so it was important to me.
(75 words)

Criteria	Possible values	Value given	Reason
Relevance	0,2,4	4	The text is completely on topic.
Cohesion	0,2,4	4	The text is completely cohesive. There is an introductory sentence and a concluding sentence.
Vocabulary	0,3,5	5	Appropriate and varied use of words.
Language Accuracy	0,2,4	0	Many errors, e.g., when boy get; my friends and family was there; I was happy that I say; I did it very good; my family say Noun instead of adjective: jews event
Mechanics	0,2,4	0	Many errors. Spelling errors: exites; head Capitalization errors: i will talk; in my bar mitszva; jews Weak punctuation.
Text Length	0,3,9	9	The student wrote more than 68 words.

Example 2

The event that was important to me is that i help a frend in school
 one day what hapen is a test and my frend was sad becus he of the test
 with the test he think that he is not good
 I go to my frend and talk good things and he was hapy and he come to
 test hapy this make fil hapy and this event important.
 (69 words)

Criteria	Possible values	Value given	Reason
Relevance	0,2,4	4	The text is completely on topic.
Cohesion	0,2,4	4	The text is completely cohesive. There is an introductory sentence and a conclusion.
Vocabulary	0,3,5	0	Many errors and very limited vocabulary. Inappropriate use of words e.g., becus he of the test with the test; this make fil hapy
Language Accuracy	0,2,4	0	Many errors. Tense construction: i help a frend; what hapen is; he think that he is not good; I go to my frend and talk good things; this make fil hapy; he come to test Lack of preposition: talk good things
Mechanics	0,2,4	0	Many errors. Spelling errors: frend; hapen; becus; hapy Very weak punctuation: run-on sentences; no periods
Text Length	0,3,9	9	The student wrote more than 68 words.

Example 3

Hello my name is Jonathan and I go to tell you about event that was important for my.

It's hapend in bar mitzva of my friend (Micha). I go to his bar mitzvah in "Shaarey hair". When I enter to "Shaary hair" , a beautiful place. all the people that come They was very happy. I stand and think about this "I really want a event like this". Then I dicided I will do my Bar mitzvah in the same place too. It's very important event to me.

(88 words)

Criteria	Possible values	Value given	Reason
Relevance	0,2,4	4	The text is completely relevant.
Cohesion	0,2,4	4	The text is completely cohesive. There is an introduction and a conclusion.
Vocabulary	0,3,5	3	Some varied vocabulary. Wrong phrasal verb construction: enter to Wrong preposition: important event to (for) me
Language Accuracy	0,2,4	0	Many errors, e.g., Tense construction: I go; It's hapend; When I enter; all the people that come Subject-verb agreement: They was Wrong pronoun: my
Mechanics	0,2,4	2	Errors in capitalization: all the people; They was very Two spelling errors: hapend; dicided
Text Length	0,3,9	9	The student wrote more than 68 words.

Example 4

I walked with my littel brother yesterday, in the nighat and my brother run with me and with my friends and I fell very happy because my brother every time sad and sleep, it's a very time happy. I love my brother and he love me, I wont every day travel with my brother because I like yesterday I fell very happy.

(62 words)

Criteria	Possible values	Value given	Reason
Relevance	0,2,4	2	The text is partially relevant.
Cohesion	0,2,4	0	The text is not cohesive. It is a series of unrelated sentences.
Vocabulary	0,3,5	3	Some inappropriate words, e.g., <i>every time</i> (instead of <i>always</i>). Vocabulary not varied enough. Repetition of the word <i>brother</i> .
Language Accuracy	0,2,4	0	Many errors, e.g., Tense construction: <i>my brother run with me; fell very happy</i> No verb 'to be': <i>my brother every time sad and sleep</i> No infinitive with the second verb: <i>I wont...travel</i> Subject-verb agreement: <i>he love me</i> Mistakes with word order: <i>a very time happy</i>
Mechanics	0,2,4	2	Spelling errors: <i>littel; nighat, wont; fell</i> Some punctuation errors.
Text Length	0,3,9	3	The student wrote between 50-67 words.

Example 5

I wand to wirte about event that was important for me the event is my birdhay . I was feel very happy because all my friend and all my family withy was my its was a event important for my and for all my family and my friends.

(48 words)

Criteria	Possible values	Value given	Reason
Relevance	0,2,4	4	The text is completely relevant.
Cohesion	0,2,4	4	The text is completely cohesive. There is an introductory sentence. The conjunction 'because' leads to a reason.
Vocabulary	0,3,5	3	Vocabulary is not varied enough. There is a lot of repetition of the same words.
Language Accuracy	0,2,4	0	Many errors, e.g., Verb constructions: I was feel very happy; its was Pronoun error: for my (me) Word order error: withy was my (was with me) Singular-plural error: all my friend
Mechanics	0,2,4	0	Many errors. Spelling errors: wand; wirte; important; birdhay Some punctuation errors.
Text Length	0,3,9	0	The student wrote fewer than 49 words.

Example 6

The Event important in my life is when my brother born!

(11 words)

Criteria	Possible Values	Value Given	Reason
Relevance	0,2,4	0	If the student wrote fewer than 15 words give 0 points for all criteria.
Cohesion	0,2,4	0	
Vocabulary	0,3,5	0	
Language Accuracy	0,2,4	0	
Mechanics	0,2,4	0	
Text Length	0,3,9	0	

Example 7

I make a change in my life. I decide I will be a good student and I study hard for my home-work in school. I want good grades because when I older I want good job.

(36 words)

Criteria	Possible Values	Value Given	Reason
Relevance	0,2,4	0	The text is not on topic. It does not explain an important event. When 0 points are given for relevance, 0 points must be given for all other criteria.
Cohesion	0,2,4	0	
Vocabulary	0,3,5	0	
Language Accuracy	0,2,4	0	
Mechanics	0,2,4	0	
Text Length	0,3,9	0	

כל הזכויות שמורות למדינת ישראל, משרד החינוך, ראמ"ה. השימוש במסמך זה, לרבות הפריטים שבו, מוגבל למטרות לימוד אישיות בלבד או להוראה ולבחינה על ידי מוסד חינוך בלבד, לפי הרשאה מפורשת למוסד חינוך באתר ראמ"ה. זכויות השימוש אינן ניתנות להעברה. חל איסור מפורש לכל שימוש מסחרי וכן לכל מטרה אחרת שאינה מסחרית. אין להעתיק, להפיץ, לעבד, להציג, לשכפל, לפרסם, להנפיק רישיון, ליצור עבודות נגזרות בין על ידי המשתמש ובין באמצעות אחר לכל מטרה או למכור פריט מפרטי המידע, התוכן, המוצרים או השירותים שמקורם במסמך זה. תוכן המבחנים, לרבות טקסט, תוכנה, תמונות, גרפיקה וכל חומר אחר המוכלל במסמך זה, מוגן על ידי זכויות יוצרים, סימני מסחר, פטנטים או זכויות יוצרים וקניין רוחני אחרות, ועל פי כל דין; כל זכות שאינה ניתנת במסמך זה במפורש, דינה כזכות שמורה.