מדינת ישראל
משרד החינוך

המזכירות הפדגוגית

ראמ"ה
הרשות הארצית למדידה והערכה בחינוך

Table of Specifications of the Meitzav Examination: Eighth Grade 2020

The table of specifications is based on the Revised English Curriculum 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	- understand the general meaning, main ideas and supporting details in a text, and use this knowledge as needed - identify the features of different text types and use this knowledge as needed - identify facts, feelings and explicit opinions in a text - draw inferences in order to identify the 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 120 seconds **Level Two** approximately 150 seconds	- filling in a chart / table - graphic organizer - matching - multiple-choice - open-ended (e.g. wh-questions) - sentence completion - sequencing - true / false	- literal - integration - inference - personal response

This year's exam will not include listening comprehension tasks, but this skill will be assessed in a national sample. You may access old listening comprehension tasks from previous exams on the RAMA site.

תש"ף 2020

מדינת ישראל
משרד החינוך

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 **70%**	• understand the general meaning, main ideas and supporting details in a text, and use this knowledge as needed • identify the features of different text types and use this knowledge as needed • identify facts, feelings and explicit opinions in a text • draw inferences in order to identify the points of view in a text, distinguishing fact from opinion • interpret information from visual data, such as graphs, diagrams, and maps • locate relevant information for a specific purpose	3	• advertisement • article / report • biography • blog • book cover • brochure • comic strip • diary entry • flyer • interview • letter / email • message • notice • review • informative text • story • timetable / schedule • web page	**Level one** (two texts) approximately 140 words and 200 words **Level two** (one text) approximately 320 words	• chart / table • graphic organizer • matching • multiple-choice • open-ended (e.g. wh-questions) • sentence completion • sequencing • true / false	• literal • integration • inference • personal response

מדינת ישראל
משרד החינוך

ראמ"ה
הרשות הארצית למדידה והערכה בחינוך

המזכירות הפדגוגית

Domain	Possible Benchmarks	No. of Tasks	Length of Texts	Possible Text Types	Assessment Criteria
Written Presentation **30%**	• describe people, places, things, events and personal experiences in familiar settings • react to the content of something read, seen, or heard using the appropriate higher-order thinking skills for this level • express ideas and opinions about general topics using main and supporting ideas	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 understanding the explicit meaning of a text. In order to answer literal comprehension questions, students need to locate information given explicitly in the text.

Higher-Order Thinking Skills (HOTS)

Integration: Integration refers to understanding the explicit meaning of a text but also requires accessing information from different parts of the text in order to answer questions. In order to answer questions that involve integration, students need to locate information given explicitly in different parts of the text.

Inference: Inference refers to an understanding of the implicit meaning of a text. In order to answer inference questions, students need to read between the lines.

Personal Response: Personal response refers to questions that require students' personal involvement with the text. In order to answer personal response questions, students have to draw on both their literal understanding of the text and their own knowledge and opinions.

'Omer' Questions

Some of the exam questions deal with Values, Involvement and Relevance to the students. These questions are called 'Omer' questions (עמ״ר= ערכים, מעורבות, רלוונטיות). See the Pedagogical Secretariat office website for more information about Omer questions[1].

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. 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.

---

[1] Pedagogical Secretariat office website for more information about Omer questions: שאלות עמ״ר- המזכירות הפדגוגית