מדינת ישראל
משרד החינוך
دولة إسرائيل
وزارة التربية

ראמ"ה
הרשות הארצית
למדידה והערכה בחינוך
رامـــا
السلطة القطرية
للقياس والتقييم في التربية

המזכירות הפדגוגית
السكرتارية التربوية

מיצ"ב
ميتساف

Scoring Key for the English Exam

8th Grade | Internal | Row A | Row B

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 cell empty in the Meitzavit.

Open-ended items:

- 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.

© כל הזכויות שמורות לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך 16/2/2020 10:09 , 102-ENG-020-8A-SOF-pnimi-p , 102_103_123_124-02-08-01-01-01-019-020-05

Task 1 – That's Funny!

Access to Information from Written Texts

Question 1

Objective: identifying a fact (literal)

4 pts	laughing; making other people laugh
0 pts	other

Question 2

Row B

Objective: inferring implicit meaning from the text (inference)

4 pts	(d) Different people are good at different things.	answer (b)
0 pts	other	

Question 3

Objective: identifying a fact (literal)

4 pts	(b) for a vacation	answer (c)
0 pts	other	

Question 4

Objective: inferring implicit meaning from the text (inference)

4 pts	The student copied one of these sentences: "Go on, your laugh is very funny"; "When you laugh, it makes other people laugh!"
0 pts	other

© כל הזכויות שמורות לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך

Question 5

Objective: identifying a fact (literal)

4 pts	(a) she made many people laugh	answer (d)
0 pts	other	

Question 6

Objective: sequencing events in chronological order (inference)

4 pts	All four sentences are sequenced correctly:	
	_2_ Jill heard people laughing.	_3_
	_4_ Jill won the competition.	_1_
	_3_ Jill found out that there was a competition.	**_5_**
	_5_ Jill traveled all over the world.	_4_
	_1_ Jill went to London.	_2_
0 pts	other	

© כל הזכויות שמורות לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך 16/2/2020 10:09 , 102-ENG-020-8A-SOF-pnimi-p , 102_103_123_124-02-08-01-01-01-019-020-05

Task 2 – EMOJIS

Access to Information from Written Texts

Question 7

Objective: identifying a fact (literal)

3 pts	(c) symbols on weather programs	answer (a)
0 pts	other	

Question 8

Objective: identifying a fact (literal)

3 pts	(a) understand emojis	answer (c)
0 pts	other	

Question 9

Objective: infer implicit meaning from the text (inference)

3 pts	(b) stop writing correctly	answer (d)
0 pts	other	

Question 10

Objective: identifying a fact (literal)

3 pts	(c) what the words 'e' and 'moji' are in English	answer (b)
0 pts	other	

Question 11

Objective: identifying main ideas (inference)

3 pts	The student circled the two correct answers in the sentence: Paragraph 2 (lines 12-16) gives the <u>disadvantages</u> and paragraph 3 (lines 17-22) gives the <u>advantages</u> of using emojis.
0 pts	other

© כל הזכויות שמורות לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך

Question 12

Objective: inferring from a reference (inference)

3 pts	(d) emojis	answer (b)
0 pts	other	

Question 13

Objective: justifying a preference (personal response)

4 pts The student specifies a preference AND justifies it logically.

E.g.,

- (I think it is better to use) emojis (because) it's shorter and everyone can understand them.
- (I think it is better to use) words (because) if we will keep using emojis, in a few years we will forget how to write correctly.
- (I think it is better to use) emojis and words (because) they both add meaning to the messages.
- (I think it is better to use) both of them (because) sometimes you want to send a short message and sometimes you want to give more information.

Note: If the student chooses “both”, also accept explanations that only relate to emojis. It is implicit that emojis are an addition to a written text.

E.g.,

- (I think it is better to use) both (because) it adds expressions to the message we wrote.

0 pts Answers that contradict the text; other.

E.g.,

- (I think it is better to use) emojis (because) with emojis we will not remember how to write. (The student chooses emojis and explains words).
- (I think it is better to use) words (because) it's easier to use it. (The answer contradicts the text).

© כל הזכויות שמורות לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך 16/2/2020 10:09 , 102-ENG-020-8A-SOF-pnimi-p , 102_103_123_124-02-08-01-01-01-019-020-05

Task 3 – Too much noise!

Access to Information from Written Texts

Question 14

Objective: making connections with prior knowledge (inference)

3 pts	(a) the level of noise in your environment	answer (c)
0 pts	other	

Question 15

Objective: inferring implicit meaning from the text (inference)

3 pts	(d) people can't sleep when there are loud noises	answer (b)
0 pts	other	

Question 16

Objective: inferring from a reference (inference)

3 pts	(b) our neighbors make	answer (a)
0 pts	other	

© כל הזכויות שמורות לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך

Question 17a

Objective: finding a fact (literal)

3 pts Any answer that refers to using microphones.

E.g.,

- with microphones
- They put microphones around the city.
- They collect information from microphones.
- Scientists put microphones in the street and connect them to computers.

0 pts other

Question 17b

Objective: identifying a fact (literal)

3 pts Any answer that explains that they (the scientists) get information about the levels of noise in different areas.

E.g.,

- They can know where the noise comes from and which area is the noisiest.
- They can see the places that have the highest levels of noise.
- Where there is more noise and where there is more quiet.

OR

Any answer that discusses their (the scientists') ability to take action according to the noise map results.

E.g.,

- In places where they see the high level of noise they can try to make it quieter.
- It shows where to put the special material to make the noisy roads quieter.
- They can tell people in which places to live.

0 pts other

© כל הזכויות שמורות לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך

Question 18

Objective: using an analogy to clarify understanding (inference)

3 pts	(c) it shows how materials on the ground can stop noise	answer (a)
0 pts	other	

Question 19a

Objective: identifying a causal fact (literal)

3 pts Any answer that refers to using different types of engines / quieter engines.

E.g.,

- Change engine
- Use engines that are much quieter than the regular ones.
- Cars, buses and trucks should be made from a different type of engine.

0 pts other

Question 19b

Objective: inferring an effect from the text (inference)

3 pts Any answer that refers to a positive change in peoples' lives or in the environment.

E.g.,

- health
- More people will be healthy.
- People will sleep well.
- Improved life for everyone.
- Quiet environment.

Note: also accept answers that relate to the high cost of these suggestions.

E.g.,

- Spend more money.

0 pts other

© כל הזכויות שמורות לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך 16/2/2020 10:09 , 102-ENG-020-8A-SOF-pnimi-p , 102_103_123_124-02-08-01-01-01-019-020-05

Task 4 – New Student

Written Presentation

Question 20

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.

© כל הזכויות שמורות לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך 16/2/2020 10:09 , 102-ENG-020-8A-SOF-pnimi-p , 102_103_123_124-02-08-01-01-01-019-020-05

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)

© כל הזכויות שמורות לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך

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)

© כל הזכויות שמורות לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך

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.

© כל הזכויות שמורות לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך 16/2/2020 10:09 , 102-ENG-020-8A-SOF-pnimi-p , 102_103_123_124-02-08-01-01-01-019-020-05

Appendix

Scoring Examples of the Written Presentation Task

Example 1

When a new student will come to class, I will ask him where does he come from?, what his name?, what does he like to do afternoon and more… After that I will try to be his new friend and help him to understand the school, where is the cafeteria, and all the places in school. I will be with him afternoon and maby he will feel better with his new place.
(72 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 at the end.
Vocabulary	0,3,5	5	Appropriate and varied use of words.
Language Accuracy	0,2,4	4	Mostly correct.
Mechanics	0,2,4	4	Only a few mechanics errors. Punctuation mistakes and misuse of commas. One spelling mistake: maby
Text Length	0,3,9	9	The student wrote more than 68 words.

© כל הזכויות שמורות לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך 16/2/2020 10:09 , 102-ENG-020-8A-SOF-pnimi-p , 102_103_123_124-02-08-01-01-01-019-020-05

Example 2

If a new student will be joining to my class I would try to make him feels like he's belongs here from first second.
I would talked to him and I will try to be his friend and I telled him that if he need something he always can tell me and I tried to help him.
I will try to know's him and let him know's me and make's him feel like he can trust me and let him feel like he did a good thing by coming to our school.
(93 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. It has an opening statement and the last part of the final sentence contains a conclusion.
Vocabulary	0,3,5	5	Appropriate and varied use of words and lexical chunks: belongs here; trust; from first second (not a perfect collocation but a good attempt to get the idea of instantly engaging with a new student).
Language Accuracy	0,2,4	0	There are many mistakes, e.g., If a new student will be joining to my class; I would try to make him feels like; I would talked to him; I telled him
Mechanics	0,2,4	4	There are only a few punctuation errors (apostrophes).
Text Length	0,3,9	9	The student wrote more than 68 words.

© כל הזכויות שמורות לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך 16/2/2020 10:09 , 102-ENG-020-8A-SOF-pnimi-p , 102_103_123_124-02-08-01-01-01-019-020-05

Example 3

Hey my name is Yuli and if a new student will be joining my class that's the things I will do to make him feel welcome.

First, I ask him whats is his name, and than I interduce my self to him, I will try to know him by that I spent time with at break, work with him at lessons and ask him if he want to hang out after school, I try to meet my friends to him, and offer him to join the scout because there he can meet a lot of friends.

(96 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.
Vocabulary	0,3,5	5	Appropriate and varied use of words. One mistake: I try to meet my friends to him
Language Accuracy	0,2,4	0	There are many mistakes: that's the things; whats is his name; I will try to know him by that I spent time with at break; at lessons; ask him if he want to
Mechanics	0,2,4	2	There are several punctuation mistakes. There are three spelling mistakes: than, interduce; my self
Text Length	0,3,9	9	The student wrote more than 68 words.

© כל הזכויות שמורות לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך 16/2/2020 10:09 , 102-ENG-020-8A-SOF-pnimi-p , 102_103_123_124-02-08-01-01-01-019-020-05

Example 4

If a new student will join to my class, first Im going to start a convisain with the new student. It could make the new student more confident that he have people to talk too. I want to make him feel that he isnt the "new student", that he just another student that join to our class. We can try to invite him after school to your house with another friends to let him feel that he have more friends and they can get to know each over more and be more that just friends.

We also can help him with the new subjects we just learnd about, and if he need any help we'll help him as much that we can. I think if we would do all this things they will help him so much. They are many things we can do but this 3 thing will help him the most.

(153 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.
Vocabulary	0,3,5	5	Varied and rich vocabulary.
Language Accuracy	0,2,4	0	There are many mistakes, e.g., Missing verb 'to be': he just Subject-verb agreement: he have; if he need Singular-plural errors: this things; 3 thing; another friends
Mechanics	0,2,4	2	Spelling mistakes: convisain; too; learnd Punctuation errors (apostrophes: Im; isnt)
Text Length	0,3,9	9	The student wrote more than 68 words.

© כל הזכויות שמורות לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך 16/2/2020 10:09 , 102-ENG-020-8A-SOF-pnimi-p , 102_103_123_124-02-08-01-01-01-019-020-05

Example 5

If a new child will arrive to my class I was say to him that if he needs some help I can help him, explain him about what we are learning, help him with the homework.

I will ask him if he wants to meet with me for to feel that he doesn't alone, and I am here for him. I was try to do all what I can for he will be not alone.

(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. The first paragraph deals with giving practical help with the material being studied. The second paragraph deals with the emotional needs of the new student.
Vocabulary	0,3,5	5	The vocabulary is varied and mostly appropriate. One mistake: explain him
Language Accuracy	0,2,4	0	There are many mistakes. Errors in basic tenses, e.g., I was say; he doesn't alone; I was try to do; all what I can for he will be not alone
Mechanics	0,2,4	4	No mechanics errors.
Text Length	0,3,9	9	The student wrote more than 68 words.

© כל הזכויות שמורות לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך 16/2/2020 10:09 , 102-ENG-020-8A-SOF-pnimi-p , 102_103_123_124-02-08-01-01-01-019-020-05

Example 6

If a new student will be joining to my class, I will be very happy, because I like to meet new friend.

It is (*תהליך* / تجربة) that the boy / girl (*יעמוד* / سيمرّ بها) I will be happy to hear that the student have fun at school and he doesn't fell like a "new" student, I want to hear that he fell regular like the other student.

I will be sad if the student doesn't like the school and the other students because allwayes the start is hard but with time everything can solve.

(91 words)

- The words written in Hebrew / Arabic are ignored as if they are not there.

Criteria	Possible Values	Value Given	Reason
Relevance	0,2,4	2	The text is partially on topic. It doesn't completely address the essay topic and explain what will be done to welcome a new student.
Cohesion	0,2,4	2	There is partial cohesion, with one sentence explaining about why this writer will feel happy and one sentence about why they will feel sad.
Vocabulary	0,3,5	3	Vocabulary is not varied enough. Wrong word: regular (confusion with the Hebrew word רגיל)
Language Accuracy	0,2,4	2	Singular-plural error: meet new friend Subject-verb agreement: the student have fun The opening of the second paragraph is so muddled that it is hard to specify all the mistakes that are there.
Mechanics	0,2,4	4	Two spelling errors: allwayes; fell Note: 'fell' (feel) is spelt wrongly twice, but should only be considered as a single mistake.
Text Length	0,3,9	9	The student wrote more than 68 words.

© כל הזכויות שמורות לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך 16/2/2020 10:09 , 102-ENG-020-8A-SOF-pnimi-p , 102_103_123_124-02-08-01-01-01-019-020-05

Example 7

In my opinion I was make here student will be happy Because, He was a new and I think It's very hard to start a new place and new school, and I Help Him to meet a new friend's and If He found so it's feel beeter. and after school we can go to many locasion: moel or park. Or I can Help Him with the Homework or with the name of the student's and teacher's.
(76 words)

Criteria	Possible values	Value given	Reason
Relevance	0,2,4	4	The text is completely on topic.
Cohesion	0,2,4	2	The text is partially cohesive. There is a problem presented and suggested solutions, but it is difficult to follow.
Vocabulary	0,3,5	5	Appropriate and varied use of words: very hard to start; go to many locasion
Language Accuracy	0,2,4	0	There are many mistakes: Incorrect use of basic tenses: He was a new; it's feel Incorrect use of article: a new friend's
Mechanics	0,2,4	0	Many mechanics errors: Spelling: locasion, moel, beeter Capital letters: He was a new; It's very hard; If He found; Homework Punctuation errors (including incorrect use of apostrophes: friend's; student's and teacher's)
Text Length	0,3,9	9	The student wrote more than 68 words.

© כל הזכויות שמורות לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך 16/2/2020 10:09 , 102-ENG-020-8A-SOF-pnimi-p , 102_103_123_124-02-08-01-01-01-019-020-05

Example 8

I would first talk to him to know who is he. After that I would ask him if he needs something and tell him that he can tell me if he needs.

(32 words)

Criteria	Possible values	Value given	Reason
Relevance	0,2,4	4	The text is completely on topic.
Cohesion	0,2,4	2	The text has partial cohesion. It uses first and after which provide a timeline and thereby give cohesion to the writing, but there is no introductory sentence.
Vocabulary	0,3,5	3	Vocabulary is very basic but appropriate.
Language Accuracy	0,2,4	4	Error in word order: who is he
Mechanics	0,2,4	4	No mechanics errors.
Text Length	0,3,9	0	The student wrote fewer than 49 words.

© כל הזכויות שמורות לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך 16/2/2020 10:09 , 102-ENG-020-8A-SOF-pnimi-p , 102_103_123_124-02-08-01-01-01-019-020-05

Example 9

Hi I am Doral and Today I go to Tel you what I can do to make the new student feel welcome.

We are can play in football Together and make home-work Together and we are can go to be a friands.

(42 words)

Criteria	Possible values	Value given	Reason
Relevance	0,2,4	4	The text is completely on topic.
Cohesion	0,2,4	2	The sentences show some relationship to each other. The first sentence introduces the idea that there will be an example of what can be done. The second sentence gives two examples.
Vocabulary	0,3,5	3	Vocabulary is appropriate but not varied enough. Incorrect collocations: can play in football; make home-work
Language Accuracy	0,2,4	2	Incorrect verb structures: We are can play in football; we are can go to be friands; I go to Tel Wrong use of article: a friands
Mechanics	0,2,4	0	There are many mistakes: Spelling: Tel; friands Capital letters: Today; Tel; Together
Text Length	0,3,9	0	The student wrote fewer than 49 words.

© כל הזכויות שמורות לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך 16/2/2020 10:09 , 102-ENG-020-8A-SOF-pnimi-p , 102_103_123_124-02-08-01-01-01-019-020-05

Example 10

If we want to the new peouple feel good in the class we need tell him all about wer'e school and I will say to him an if he want him can be together with me and my friends and help him in all what he need.
(47 words)

Criteria	Possible values	Value given	Reason
Relevance	0,2,4	4	The text is completely on topic.
Cohesion	0,2,4	2	Parts of the text are not easy to understand, but it is partially cohesive.
Vocabulary	0,3,5	0	Vocabulary is not varied and is often inappropriate.
Language Accuracy	0,2,4	0	Many mistakes: If we want to the; if he want him; we want to the new peouple Complete confusion of pronouns: him (them) wer'e (our); him (he) can be together
Mechanics	0,2,4	0	The text has almost no punctuation. Spelling: peouple; an
Text Length	0,3,9	0	The student wrote fewer than 49 words.

© כל הזכויות שמורות לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך 16/2/2020 10:09 , 102-ENG-020-8A-SOF-pnimi-p , 102_103_123_124-02-08-01-01-01-019-020-05

Example 11

I lik new student joni class I can help welcome

(10 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	

© כל הזכויות שמורות לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך 16/2/2020 10:09 , 102-ENG-020-8A-SOF-pnimi-p , 102_103_123_124-02-08-01-01-01-019-020-05

Example 12

When I was 9 I was a new kid in school. It was scary I didn't no anybody. One day a boy caled Liel talked to me. We then wer friend and we are friend now also. I feel good now in my school.

(44 words)

Criteria	Possible Values	Value Given	Reason
Relevance	0,2,4	0	The text is not on topic. It does not explain what will be done to welcome a new student in class. 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 לראמ"ה – הרשות הארצית למדידה והערכה בחינוך, משרד החינוך 16/2/2020 10:09 , 102-ENG-020-8A-SOF-pnimi-p , 102_103_123_124-02-08-01-01-01-019-020-05

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 המוכל 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.