

<p>מדינת ישראל משרד החינוך</p> <p>ראמ"ה הרשות הארצית למדידה והערכה בחינוך</p> <p>המזכירות הפדגוגית</p>	<h1>English Tasks</h1> <h2>Grade 8</h2> <h3>Scoring Guide</h3>
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Listening Comprehension Transcript: Task 1

קריין: שלום תלמידים. המבחן באנגלית מתחיל בשתי משימות בהבנת הנשמע. משימה מספר אחת. אתם עומדים לשמוע שיחה בין יוסי ובין דן. עיינו בשאלות של משימה מספר אחת, לפני שתשמעו את השיחה ביניהם. כשיו הקשיבו לשיחה. אתם תשמעו את השיחה פעמיים.

- Yossi:** Can I help you please? Oh, Dan, hi.
- Dan:** Yossi? Hi!!! How are you? What are you doing here?
- Yossi:** I work here at the farmer's food market with my grandparents. This is our vegetable stand. I come here every Sunday during the summer vacation to help them. What are you doing here?
- Dan:** I'm here with my dad. We came to buy some vegetables.
- Yossi:** I'm glad you came to **our** vegetable stand. All the vegetables are from my grandparents' farm. On Sundays we come to the farmer's food market to sell the vegetables that they grow.
- Dan:** Do you also help your grandparents on the farm?
- Yossi:** Yes, I spend the summer vacation helping them. Next year is the "*Shmitah*" year and I will help my grandfather get ready for it.
- Dan:** What is it like on the farm? What do you do there?
- Yossi:** It's very beautiful and quiet. I wake up at 5:00 in the morning pray "shaharit" and work in the fields. I pick vegetables, and sometimes I ride on the tractor with my grandfather.
- Dan:** Wow! You wake up so early to work in the fields!!!
- Yossi:** Yeah, I really enjoy it. We have many kinds of vegetables on the farm, we have onions, potatoes and carrots; but we really **love** growing tomatoes. We grow three different kinds. Did you know that there are more than seven thousand types of tomatoes in the world? There is even one called the Green Zebra!
- Dan:** The Green Zebra? What a funny name for a tomato!
- Yossi:** Yes, it has stripes just like a zebra. It's one of the three kinds of tomatoes we grow.

My grandparents also love cooking with tomatoes. My grandmother is a wonderful cook and she taught me how to use the vegetables from the farm to make delicious food.

Dan: What kind of food do you make?

Yossi: We make pasta dishes, soups, and we also bake cakes together.

Dan: Let me guess – tomato cakes?

Yossi: No! Carrot cakes!

Dan: Oh! There's my dad, I have to go. Bye Yossi, it was good to see you.

Yossi: Bye Dan, see you in school! Have a great summer vacation!

קריין: עכשיו ענו באנגלית על השאלות לפי השיחה ששמעתם.
 הקשיבו לשיחה פעם נוספת. זו הזדמנות טובה לבדוק את התשובות שלכם.
 בדקו את התשובות שלכם.
 עברו למשימה מספר שתיים.

Listening Comprehension Transcript: Task 2

קריין: משימה מספר שתיים.
 נתן כהן מראיין את ד"ר בני לוי.
 לפני שתשמעו את הראיון, עיינו בשאלות של משימה מספר שתיים.
קריין: עכשיו הקשיבו לראיון. הראיון יושמע פעמיים.

Interviewer: Good morning, I'm Natan Cohen and today we are going to talk to Dr. Benny Levy from Australia. Dr. Levy works on a flying ambulance. Let's find out about it.

Dr. Levy, please tell us, what is a flying ambulance? Is it the same as a regular ambulance?

Dr. Levy: No, the flying ambulance is a small airplane but it has the same equipment that a regular ambulance has. The doctors who work on this special ambulance are called "The Flying Doctors."

Interviewer: Wow! "Flying Doctors" on flying ambulances. How unusual! Why do you need flying ambulances in Australia?

Dr. Levy: Australia is very, very big. There are many people who live on farms or in small towns very far away from a big city and there are no hospitals nearby. When people in these faraway places have accidents or get really sick they need help quickly. These people live so far away from a hospital that it could take them a long time to get there by car. So we go to get them and fly them to the hospital quickly.

Interviewer: How do people contact the "Flying Doctors" when they need them?

Dr. Levy: We have a special telephone number that people call when they need us. When we get a call, we send a regular ambulance to where that person is. That ambulance takes the person to the nearest airport where the flying ambulance is waiting.

The idea is to bring the person to a hospital as quickly as possible. On the

way, the doctors on the airplane do everything they can to help the person in need. Our doctors save lives in the sky all the time!

Interviewer: Can you share an interesting story with us?

Dr. Levy: Sure. Just last week we had a call from a father who lives very far from a hospital. The father and his son were riding their horses together. Suddenly, the boy screamed. The father turned around and saw that his son, Ariel, fell off the horse. His leg hurt him very much and he couldn't move it. Their home is about six hours away from a hospital, so he called the flying ambulance to get help. The boy was in the flying ambulance very quickly, on his way to the nearest hospital.

Interviewer: How did the doctors on the flying ambulance help Ariel?

Dr. Levy: I was one of the doctors on the airplane that day. I put his leg up on a special pillow with ice, and kept his leg from moving. I also gave Ariel something to stop the pain. I am happy to say that Ariel's leg is going to be okay.

Interviewer: That's wonderful. Thank you, Dr. Levy, for telling us about the flying ambulance, a very special ambulance in Australia.

קריין: עכשיו עָנוּ באנגלית על השאלות על פי הראיון שְׁשִׁמְעֶתֶם.

קריין: הקשיבו לראיון פעם נוספת. זו הזדמנות טובה לבדוק את התשובות שלכם.

קריין: עכשיו בְּדַקוּ את התשובות שלכם.

קריין: סיימנו את החלק הראשון של המבחן. עכשיו עָבְרוּ לְמְשִׁימוֹת הַבָּאוֹת. בהצלחה!

Use of punctuation in the Scoring Key

;	Separates complete, acceptable answers
()	An optional addition that is part of an acceptable answer
/	Separates acceptable words within an answer

TASK 1: Access to Information from Spoken Texts (AIST)			
Task Item #	Item Type	Scoring Key	Possible Values
1	MC	2 = (c) at the food market 0 = other	0,2
2	OP	2 = Sunday; week 0 = other	0,2
3	CL	2 = the pupil chose the two following answers: <input type="checkbox"/> He buys vegetables. <input checked="" type="checkbox"/> He rides a tractor. <input type="checkbox"/> He works with dan. <input checked="" type="checkbox"/> He picks vegetables. <input type="checkbox"/> He sells pasta and soup. 1 = the pupil chose two answers and only one answer is correct; the pupil chose only one correct answer. 0 = other; the pupil chose three or more answers (even though one or more answers are correct).	0–2
4	OP	2 = tomato; vegetable 0 = other	0,2
5	MC	2 = (a) love to cook 0 = other	0,2

TASK 2: Access to Information from Spoken Texts (AIST)			
Task Item #	Item Type	Scoring Key	Possible Values
6	MC	2 = (b) to tell about the flying ambulance 0 = other	0,2
7	MC	2 = (a) They are airplanes. 0 = other	0,2
8	MC	2 = (d) Many people in Australia live far away from hospitals. 0 = other	0,2
9	MC	2 = (c) why people need flying ambulances 0 = other	0,2
10	MC	2 = (b) He took care of his broken leg. 0 = other	0,2

TASK 3: Access to Information from Written Texts (AIWT)			
Task Item #	Item Type	Scoring Key	Possible Values
11	CL	4 = The pupil chose the following two questions: <input checked="" type="checkbox"/> When is the course? <input type="checkbox"/> How much does the course cost? <input type="checkbox"/> Who is teaching the course ? <input type="checkbox"/> How long is the course? <input checked="" type="checkbox"/> What can you learn in the course? 2 = The pupil chose two questions and only one question is correct; The pupil chose only one correct question. 0 = The pupil chose three or more questions; other	0,2,4
12	MC	2 = (c) have a big dinner 0 = other	0,2
13	MC	2 = (d) to show that the course is good 0 = other	0,2
14	OP	3 = call; 078-975-3216; go to the school; ask someone who took the course 0 = other	0,3

TASK 3: Access to Information from Written Texts (AIWT)			
Task Item #	Item Type	Scoring Key	Possible Values
15	OP	<p>3 = The pupil marked Yes/No and the explanation matched what was marked, and was reasonable and mentioned something from the text. (I.e. cooking, food, kitchen) Examples: Yes, because food is a big part of life; No, the kitchen is dangerous.</p> <p>OR</p> <p>The pupil did not mark Yes/No but integrated a positive/negative answer in the explanation. Examples: I think learning to cook is important; I don't think little girls should cook.</p> <p>0 = The pupil marked Yes/No and did not write an explanation.</p> <p>OR</p> <p>The pupil marked Yes/No, but the explanation did not match what was marked.</p> <p>OR</p> <p>The explanation was too general and did not include any information from the text.</p> <p>OR</p> <p>The pupil did not mark Yes/No and did not integrate a positive/negative answer. Examples: It is a cooking course; It is in the afternoon.</p>	0,3
16	MC	<p>2 = (a) an ad</p> <p>0 = other</p>	0,2

TASK 4: Access to Information from Written Texts (AIWT)																		
Task Item #	Item Type	Scoring Key	Possible Values															
17	MC	3 = (c) was reading 0 = other	0,3															
18	MC	3 = (d) a way for blind people to read 0 = other	0,3															
19	CL	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>a. David and Rami are neighbors.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>b. David can read Braille.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>c. David was born in 1824.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>d. David developed Braille.</td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table> <p>3 = four correct answers 2 = three correct answers 1 = two correct answers 0 = other</p>		True	False	a. David and Rami are neighbors.	✓		b. David can read Braille.	✓		c. David was born in 1824.		✓	d. David developed Braille.		✓	0–3
	True	False																
a. David and Rami are neighbors.	✓																	
b. David can read Braille.	✓																	
c. David was born in 1824.		✓																
d. David developed Braille.		✓																
20	MC	3 = (c) He found information in an encyclopedia. 0 = other	0,3															
21	OP	3 = Any answer that shows that the pupil understands that David and Louis Braille are both blind. Examples: They can't see; They are blind. 0 = other	0,3															
22	OP	4 = Any answer that shows that the pupil understands that Braille is used at bus stops. Examples: Braille is used; There is Braille. 0 = other	0,4															
23	MC	3 = (a) who Louis Braille was 0 = other	0,3															
24	MC	3 = (d) do more without help from others 0 = other	0,3															

TASK 5: Written Presentation (WP)			
Task Item #	Item Type	Scoring Key	Possible Values
25CA Communicative Ability	OP	See instructions below.	0–6
25VO Vocabulary	OP	See instructions below.	0–3
25AC Accuracy	OP	See instructions below.	0–9
25LE Length	OP	See instructions below.	0–2
<p>Assess the pupil's writing according to the rating scales below. Grades are given for <i>Communicative Ability</i> (0–6), <i>Vocabulary</i> (0–3), <i>Accuracy</i> (0–9), and <i>Length</i> (0–2) for the entire task.</p> <p>Note 1: The intermediate levels are for levels of writing that fall between the detailed descriptions in <i>Communicative Ability</i> and <i>Accuracy</i>.</p> <p>Note 2: If the content isn't relevant, give 0 for all criteria.</p>			

Communicative Ability	
<ul style="list-style-type: none"> All information is relevant to the topic Message is clear and easy to follow 	6
	5
<ul style="list-style-type: none"> Information is relevant to the topic, but limited Message is partially clear and organized 	4
	3
<ul style="list-style-type: none"> Information is limited and/or mostly irrelevant to the topic Message is difficult to follow 	2
	1
<ul style="list-style-type: none"> Does not write in English Only copies instructions 	0

Vocabulary	
• Vocabulary is varied and appropriate	3
• Vocabulary is appropriate	2
• Vocabulary is limited	1
• Writes isolated words • Only copies instructions	0
Accuracy	
• Correct simple sentence structure (subject, verb and correct word order) • Mostly correct use of compound or more complex sentences if attempted • Mostly correct subject–verb agreement, tense, pronouns, articles, and prepositions • Mostly correct spelling, punctuation, and capitalization	9
	7–8
• Partially correct simple sentence structure (subject, verb and correct word order) • Errors in complex sentences if attempted • Some errors of subject–verb agreement, tense, pronouns, articles, and prepositions • Occasional errors in spelling, punctuation, and capitalization	6
	4–5
• Mostly incorrect simple sentence structure (subject, verb and correct word order) • Many errors of subject–verb agreement, tense, pronouns, articles, and prepositions • Many errors in spelling, punctuation, and capitalization	3
	1–2
• Not enough language to assess accuracy • Does not write in English • Writes isolated words • Only copies instructions	0
Length	
• Writes at least 60 words	2
• Writes 50–59 words	1
• Writes 49 words or less • Only copies instructions	0

TASK 6: Access to Information from Written Texts (AIWT)			
Task Item #	Item Type	Scoring Key	Possible Values
26	MC	3 = (a) Because he didn't have a family. 0 = other	0,3
27	OP	3 = Any answer referring to the king sending a letter and/or a seed to the children. Examples: He saw the king's letter; He sent a letter and a seed to all the children; The king sent messages to all the kids. 0 = other	0,3
28	OP	4 = Any answer that shows that the pupil understands that Ping's pot was empty. Examples: Because his pot was empty; because Ping didn't have a plant in his pot; because the pot didn't grow. 0 = other	0,4
29	MC	3 = (b) he thought he didn't succeed 0 = other	0,3
30	MC	3 = (a) the king cooked it 0 = other	0,3
31	MC	3 = (c) You should tell the truth. 0 = other	0,3