

دولة إسرائيل  
وزارة التربية  
راما  
السلطة القطرية  
للقياس والتقييم في التربية  
السكرتارية التربوية

# English Tasks Grade 5

## Scoring Guide

### Spoken reception transcript :Task 1

**المذيعة:** مرحبًا بكم أيها التلاميذ الأعزّاء. يبدأ امتحان اللغة الإنجليزية بمهمّتين في فهم المسموع. المهمة رقم واحد.

**المذيعة:** تلعب المعلمة لعبة مع التلاميذ في الصفّ. تُعطي المعلمة تعليمات للتلاميذ فينفذون ما تطلبه منهم.

تمعنوا في الصور التي على الصفحة التالية.

استمعوا إلى تعليمات المعلمة ثمّ لائموا لكلّ واحدة من التعليمات الصورة التي نرى فيها التلاميذ وهم ينفذون ما تطلبه المعلمة.

اكتبوا رقم كلّ واحدة من التعليمات في المربع الذي تحت الصورة الملائمة لما تطلبه المعلمة.

استمعوا إلى المثال.

Example :Jump up and down.

الصورة الملائمة لما طلبته المعلمة هي الصورة a.

الآن، استمعوا إلى تعليمات المعلمة، ثمّ لائموا للصور التي على الصفحة التالية.

ستستمعون إلى التعليمات مرّتين.

انتبهوا: عدد الصور أكبر ممّا تحتاجون إليه.

Number 1: Clap your hands .

جدوا الصورة الملائمة، ثمّ اكتبوا الرقم واحد في المربع الذي تحتها.

Number 1: Put your hands on your head .

Number 2: Stand on one foot .

Number 3: Put your hands up.

Number 4: Touch your nose with your finger.

**المذيعة:** الآن، ستستمعون إلى التعليمات مرة أخرى.

إنها فرصة جيدة لكي تراجعوا إجاباتكم.

**المذيعة:** انتقلوا إلى المهمة رقم اثنين.

## Listening Comprehension transcript :Task 2

**المذيعة:** المهمة رقم اثنين.

ستستمعون إلى محادثة بين رامي وأخته دينا.

قبل أن تستمعوا إلى المحادثة، اقرؤوا الأسئلة اثنين إلى ستة.

**المذيعة:** استمعوا إلى المحادثة.

ستستمعون إلى المحادثة مرتين.

**Dina:** Hey, Rami. I finished my homework. Let's watch TV.

**Rami:** OK ,what program do you want to watch?

**Dina:** I don't know. Let's see what's on TV.

**Rami:** There's a new show called "Great Adventures."

**Dina:** Yeah, I heard of it, but I never watched it. What's the show about?

**Rami:** It's about special things people do, like climbing mountains and swimming with dolphins.

**Dina:** I don't want to watch that. It sounds boring.

**Rami:** OK, well, do you want to watch a program about the life of panda bears?

**Dina:** No, let's watch a movie.

**Rami:** Oh, here's a movie you'll like Dina: "Race in Space!"

**Dina:** I love "Race in Space", but I saw it many times. I want to see something else.

**Rami:** I saw it many times too. Let's see... hmmm, how about...

**Dina:** You know what Rami, I'm tired. I'm going to bed.

**Rami:** What??? (disappointed) You're going to bed?!

**Dina:** Yeah, I have to get up early in the morning. Good night.

**Rami:** Hey, wait Dina! Look what I just found; there's a basketball game on NOW!

**Dina:** A basketball game (surprised)?! Sounds great (happily)! I love basketball. Let's watch it together.

**Rami:** (happily) OK! I'll get the popcorn.

**المذيعة:** أجبوا باللغة الإنجليزية عن الأسئلة بحسب المحادثة التي استمعتُم إليها.

المذیعة: الآن، ستستمعون إلى المحادثة مرّة أخرى.

إنّها فرصة جيّدة لكي تُراجعوا إجاباتكم.

المذیعة: راجعوا إجاباتكم.

المذیعة: أنّهینا القسم الأوّل من الامتحان. انتقلوا إلى المهمّات التالية.

نتمنّى لكم النجاح!

**Key:** MC = multiple-choice questions

OP = open-ended questions

CL = closed questions

### 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: Spoken reception (Listening)			
Task Item #	Item Type	Scoring Key	Possible Values
1_1	MC	2 = d 0 = other	0,2
1_2	MC	2 = e 0 = other	0,2
1_3	MC	2 = b 0 = other	0,2
1_4	MC	2 = c 0 = other	0,2
1_5	MC	2 = h 0 = other	0,2

## TASK 2: Spoken reception (Listening)

Task Item #	Item Type	Scoring Key	Possible Values												
2	MC	3 = (a) what to watch on TV 0 = other	0,3												
3	MC	3 = (d) special things people do 0 = other	0,3												
4	MC	3 = (c) watched it many times 0 = other	0,3												
5	MC	3 = (a) to watch a basketball game 0 = other	0,3												
6	CL	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>a. Dina likes "Great Adventures".</td> <td></td> <td>✓</td> </tr> <tr> <td>b. "Race in Space" is a movie.</td> <td>✓</td> <td></td> </tr> <tr> <td>c. Rami is doing homework.</td> <td></td> <td>✓</td> </tr> </tbody> </table> <p>3 = three correct answers 1 = two correct answers 0 = one correct answer or less</p>		Yes	No	a. Dina likes "Great Adventures".		✓	b. "Race in Space" is a movie.	✓		c. Rami is doing homework.		✓	0,1,3
	Yes	No													
a. Dina likes "Great Adventures".		✓													
b. "Race in Space" is a movie.	✓														
c. Rami is doing homework.		✓													

<b>TASK 3: Written reception (Reading)</b>			
<b>Task Item #</b>	<b>Item Type</b>	<b>Scoring Key</b>	<b>Possible Values</b>
7.1	MC	4 = (h) 0 = other	0, 4
7.2	MC	4 = (f) 0 = other	0, 4
7.3	MC	4 = (c) 0 = other	0, 4
7.4	MC	4 = (b) 0 = other	0, 4
7.5	MC	4 = (d) 0 = other	0, 4

<b>TASK 4: Written reception (Reading)</b>			
<b>Task Item #</b>	<b>Item Type</b>	<b>Scoring Key</b>	<b>Possible Values</b>
8	MC	3 = (c) family 0 = other	0, 3
9	MC	3 = (d) at her grandparents' house 0 = other	0, 3
10	MC	3 = (a) a dog 0 = other	0, 3
11	OP	4 = Answers that refer to the desert and/or camels (Rina/She/We/They) (went/go) (to) (the) desert; (Rina) (saw/see) (some) camels 0 = other	0, 4
12	OP	3 = month: 4; April and year: 2009 1 = The pupil wrote one of the above. 0 = other	0, 1, 3
13	MC	3 = (c) a vacation 0 = other	0, 3

TASK 5: Written production/Written interaction (Writing)			
Task Item #	Item Type	Scoring Key	Possible Values
14	OP	<p>Calculate the final grade for Task 5 following the steps below:</p> <ol style="list-style-type: none"> <li>1. Evaluate each of the 5 words separately. Each word gets a grade of 0 or 1 point (see Criteria for Assessment below).</li> <li>2. Add the points for each of the words together to calculate the final grade for Task 5 (0–5 points).</li> </ol> <p><b>Criteria for Assessment:</b></p> <p>Accept answers that show an understanding of what pupils would put in their school bags. Do <b>not</b> deduct for spelling mistakes.</p> <p>1 = Word is comprehensible, relevant and appropriate. Examples: ball; book; bottle; clothes; colors; computer; crayons; diary; food; glue; marker; meal; pencil(s); pencil box; pen(s); phone; ruler; sandwich; sharpener; shoes; stickers; sweater; T-shirt; water; workbook</p> <p>0 = Word is incomprehensible, irrelevant and/or inappropriate. Only copies instructions. Does not write in English. Does not answer.</p>	0–5

TASK 6: Written reception (Reading)			
Task Item #	Item Type	Scoring Key	Possible Values
15	MC	3 = (c) can't walk 0 = other	0, 3
16	OP	3 = (They) make her/me strong; (She) can't walk; It's fun; (She) likes sports 1 = fun; strong 0 = other	0, 1, 3
17	OP	3 = sister; sisters; guitar 0 = other	0, 3
18	OP	4 = Four correct answers: <ul style="list-style-type: none"> <li>• Sunday – guitar lessons</li> <li>• Tuesday – ride a horse</li> <li>• Wednesday – swimming</li> <li>• Thursday – ride a horse</li> </ul> 3 = three correct answers (from above) 2 = two correct answers (from above) 1 = one correct answer (from above) 0 = other <b>Note:</b> pupils who answer according to the text and not exactly according to the word box also receive the allocated number of points.	0–4
19	OP	3 = (After school), (She/I) help (my) (friends) (with) (their) English homework; (She) (likes)/(We) (like) (to) sing (songs) in English <b>Note:</b> Accept answers which are written in the pupils' own words. 0 = other	0, 3
20	MC	3 = (b) Karen Can Do Many Things 0 = other	0, 3



TASK 7: Written production/Written interaction (Writing)			
Task Item #	Item Type	Scoring Key	Possible Values
21	OP	See instructions below	
<p><b>Writing Guidelines (sentence level):</b></p> <p>Evaluate each of the four sentences separately according to the writing guidelines below and the three criteria for assessment.</p> <p>Give 0 points for all criteria if at least one of the following occurs:</p> <ul style="list-style-type: none"> <li>• The sentence is incomprehensible.</li> <li>• The sentence is completely irrelevant to what is seen in the picture.</li> <li>• The sentence is irrelevant to the specific instruction.</li> <li>• The sentence does not include a subject or a verb or an object when necessary.</li> </ul> <p>In case of a compound sentence, evaluate the sentence if at least one part of the sentence includes a subject, a verb and an object when necessary. If both parts of the sentence lack one of these key elements, give 0 points for all criteria.</p> <p>If there is more than one sentence on the same line, evaluate only the first one.</p>			
List of Criteria for Each Sentence			
Criteria	Explanation		Points
<b>Communicative Ability (CA)</b>	1 = The sentence is clear and relevant and the vocabulary is appropriate. 0 = Some vocabulary is irrelevant or inappropriate.		0, 1
<b>Grammar (GR)</b>	1 = Correct sentence structure, subject-verb agreement, form of the verb, pronouns, articles, prepositions, singular/plural 0 = Incorrect sentence structure and/or errors of subject-verb agreement, form of the verb, pronouns, articles, prepositions, singular/plural		0, 1
<b>Mechanics (ME)</b>	1 = One or no errors in capitalization, spelling or full stop 0 = More than one error in capitalization, spelling or full stop Note: All capitalization errors in a word are considered one error and all spelling errors in a word are considered one error. If a word contains both a capitalization error and a spelling error – assess as two errors.		0, 1