3 -POINT

BAGRUT

HANDBOOK

SEPTEMBER 2020

INTRODUCTION

September, 2020

Dear Teachers,

I am happy to present the information required to complete the 3- point Bagrut successfully all in one handbook. This includes the modularity, content, and format of the three modules that comprise the 3-point assessment level.

The revised curriculum, Basic User II (intermediate level) which describes the level at the end of Junior High school and the exit level for 3-point Bagrut can be accessed here:
https://meyda.education.gov.il/files/Mazkirut_Pedagogit/English/CurriculumIntermediate2.pdf

I hope you find this handbook useful, well-organized, and beneficial in promoting students' success in their English language studies and assessment.

Sincerely,

Dr. Tziona Levi

Chief Inspector for English Language Education

Please note: This handbook is for students taking the 3-point matriculation exams while they are in high school. For external examinees or those making up grades (mishne examinees), please refer to the linked document explaining external requirements and material on the English Inspectorate Site.
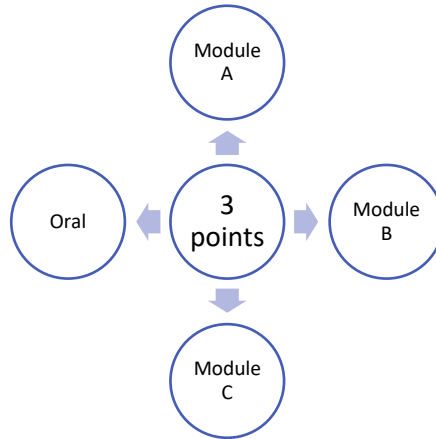
Table of contents

THE COMPONENTS OF THE 3-POINT ENGLISH BAGRUT

```
              ┌──────────┐
              │ Module A │
              └──────────┘
                   ▲
                   │
┌──────┐      ┌─────────┐      ┌──────────┐
│ Oral │ ◄──  │ 3 points│  ──► │ Module B │
└──────┘      └─────────┘      └──────────┘
                   │
                   ▼
              ┌──────────┐
              │ Module C │
              └──────────┘
```

THE STRUCTURE OF THE 3-POINT ENGLISH BAGRUT

Module	Module A	Module B	Module C	Oral
Exam number	016381	016383	016382	016385
Percentage of final grade	27%	26%	27%	20%
Bagrut exam and annual grade (shnati)	Bagrut exam 70% Annual grade 30%	School internal grade 100%	Bagrut exam 70% Annual grade 30%	School internal grade 100%
Components	Reading Comprehension 70%	Literature log 80%: •2 short stories •1 poem	Reading Comprehension 70%	Interview 40%
	Listening Comprehension 30%	2 book reports 20%	Writing 30%	Project presentation 60%

HIGH SCHOOL ENGLISH STUDIES PLANNER

The following tool can be used to help you organize and plan English studies at your school. There are a few options available. Students can be tested in any order.

If students are taking different modules on the same day, then they must take them in the order dictated by the examination timetable. If you would like your students to take the examination in parts spread over different time periods (moadim), for example, Module A in the winter and Module C in the summer, they can be tested in any order. However, it is recommended they start with the lower module for 3 points –Module A and progress from there.

Requirements	10th grade		11th grade		12th grade	
	Winter	Summer	Winter	Summer	Winter	Summer
Module A **016381**	Students can sit for the first module from winter of 11th grade					
Module C **016382**						
Module B **016383** **2 book reports** **2 short stories** **1 poem**						
Project						
Oral Exam						

- *The project must be completed before the oral exam.*

Links to past exams and scoring guidelines can be found on the Bagrut section of the *Stay Up To Date* site:

The State of Israel, Ministry of Education

Department of Languages - English

English >> Bagrut Archives >> Bagrut

Bagrut

Bagrut Archives

Note the search option

Search All Bagrut Exams on Agaf habehinot

Bagrut 2019 Archives

Bagrut 2018 Archives

Bagrut 2017 Archives

Bagrut 2016 Archives

Bagrut 2015 Archives

Bagrut 2014 Archives

Bagrut 2013 Archives

Bagrut 2012 Archives

Bagrut 2011 Archives

Bagrut 2010 Archives

Bagrut 2009 Archives

Search All Bagrut Exams on Agaf habehinot

Listening Files of the Bagrut Examinations (posted Nov. 3, 2014)

Listening Files of the Bagrut Examinations 2016 (posted November 2017)

Listening Files of the Bagrut Examinations 2017 (posted November 2017)

Listening Files of the Bagrut Examinations 2018 (posted April 2018)

Listening Files of Older Bagrut Examinations (posted May 2020)

Note the listening files

Please note the sub-sections under Bagrut

Sidebar menu:
- Inspectorate's Desk
- English Curriculum
- Elementary School
- Junior High School
- High School
- Bagrut
  - Intl . Comm.
  - The Ladders Program
  - Bagrut 2020
  - Bagrut 2019
  - Bagrut 2018
  - Bagrut Archives
  - Bagrut 2016
  - Table of Specs
  - Dictionaries
  - Updates
  - Avodat Gemer
  - Literature Bridging Task
  - Literature Module
  - Oral Exam
  - FAQs
  - LD
  - Apply to Mark Bagrut Exams
  - NBA Handbook
  - External Students
  - New Immigrants
  - Writing Rubrics
- Native Speakers
- Teachers' Resource Materials

Search: This Site / All

MODULE A – GUIDELINES AND TABLE OF SPECIFICATION

Reading Comprehension 70%	Listening Comprehension 30%

READING COMPREHENSION

CAN-DO STATEMENTS:

WRITTEN RECEPTION: *BASIC USER* II (REVISED CURRICULUM 2020)

Can differentiate between main ideas and supporting details in factual texts

Can understand texts on familiar matters of a concrete type which consist of Band I and II vocabulary

Can understand the main points made in informational texts that deal with concrete everyday topics (hobbies, sports, leisure activities, animals)

Can identify and exploit text type and rhetorical structures, such as discourse and transition markers, in written texts to support comprehension

TABLE OF SPECIFICATION:

1 text
- 70% of exam
- 125 - 300 words
- 7 - 10 questions

Text types
- advertisement
- article
- description
- letter/email
- report

Task types
- fill-ins
- matching
- multiple-choice
- open-ended questions
- sentence completion

LISTENING COMPREHENSION

CAN-DO STATEMENTS:

SPOKEN RECEPTION: *BASIC USER* II (REVISED CURRICULUM 2020)

Can follow and understand conversations, discussions and dialogues (new A2)

Can understand and extract the essential information from short passages dealing with predictable everyday matters especially if clearly articulated (adapted CEFR- A2)

Can follow a very simple, well structured presentation especially if it is delivered clearly with repetition and the topic is familiar

Can follow a TV commercial or a trailer of a scene from a film, and understand what the actors are talking about (adapted CEFR- A2)

TABLE OF SPECIFICATION:

1 text	•30% of exam •400 words - 4 minutes • 5 - 7 questions
Text types	•advice column •description •interview •report
Task types	•multiple-choice •open-ended questions •sentence completion

✓ *Please note that Module A can be taken starting in winter of 11ᵗʰ grade and not before.*

✓ *Time allotted: 1 hour and 15 minutes*

✓ *Please note that in Module A, no points are deducted for grammar or spelling errors.*

MODULE B – GUIDELINES AND TABLE OF SPECIFICATION

Internal Literature Program - 80%	Extensive Reading - 20%

LITERATURE PROGRAM AND EXTENSIVE READING

CAN-DO STATEMENTS:

SPOKEN RECEPTION: *BASIC USER* II (REVISED CURRICULUM 2020)

Can follow and understand short simple stories

WRITTEN RECEPTION: *BASIC USER* II (REVISED CURRICULUM 2020)

Can read and understand literary texts, stories and comic strips

WRITTEN PRODUCTION: *BASIC USER* II (REVISED CURRICULUM 2020)

Can plan and write creative texts, for example biographies and diary entries, following basic features of the genre and using vocabulary from Bands I and II

MEDIATION: *BASIC USER* II (REVISED CURRICULUM 2020)

Can express a personal response to literary texts and analyze creative texts

Can collaborate with others to construct meaning and facilitate interaction

TABLE OF SPECIFICATION:

Literature	• 80%
Literary texts	• 2 short stories • 1 poem
Extensive reading	• 2 book reports
Text types	• Only literary texts that appear on the list of approved texts on the Ministry site for that level may be used for the literature program.

See the different options, guidelines, approved literary pieces and assessment options for the Module B literature program on the Stay Up To Date site and the Portal.

MODULE C – GUIDELINES AND TABLE OF SPECIFICATION

Reading Comprehension 70%	Writing 30%

READING COMPREHENSION

CAN-DO STATEMENTS:

WRITTEN RECEPTION: *BASIC USER* II (REVISED CURRICULUM 2020)

Can differentiate between main ideas and supporting details in factual texts

Can understand texts on familiar matters of a concrete type which consist of Band I and II vocabulary

Can understand the main points made in informational texts that deal with concrete everyday topics (hobbies, sports, leisure activities, animals)

Can identify and exploit text type and rhetorical structures, such as discourse and transition markers, in written texts to support comprehension

TABLE OF SPECIFICATION:

1 text
- 70%
- Up to 300 words
- 8 - 10 questions

Text types
- article
- descriptive texts such as personal account / human-interest article
- informative texts
- report
- reviews such as books, films

Task types
- graphic organizers such as time lines, tables
- multiple-choice
- open-ended
- sentence completion

WRITING

CAN-DO STATEMENTS:

WRITTEN PRODUCTION: *BASIC USER* II (REVISED CURRICULUM 2020)

> Can plan and write conventional texts, for example informative and descriptive texts, showing an awareness of established text conventions, sequencing information for specific text types, and using vocabulary from Bands I and II

TABLE OF SPECIFICATION:

1 composition
- 30%
- 70 - 90 words

Composition types
- opinion
- description
- informal letter

- ✓ *Please note that Module C can be taken starting in winter of 11th grade and not before.*
- ✓ *Time allotted: 1 hour and 30 minutes*
- ✓ *for questions worth 5-7 points: 1 point deducted for grammar*
- ✓ *for questions worth 8 - 10 points: 1-2 points deducted for grammar*
- ✓ *no points deducted for spelling*
- ✓ Links to past exams and scoring guidelines can be found on the Bagrut section of the Stay Up To Date site.

MODULE C WRITING RUBRIC (CLICK HERE FOR FURTHER DETAILS)

CRITERIA	CORRECT	PARTIALLY CORRECT	MINIMALLY CORRECT	INCORRECT
CONTENT AND ORGANIZATION	• on topic • information is relevant • content is understood • text is well organized	• partially on topic • information is partially relevant • content is partially understood • text is partially organized	• minimally on topic • information is minimally relevant • content is minimally understood • text is minimally organized	• not on topic • information is not relevant *In most cases, when both the above bullets are applicable, it will result in zero for the entire task.*
10	10	7	3	0
VOCABULARY	correct use of: • words • appropriate use of instances of language chunks and phrases (such as phrasal verbs and collocations)	partially correct: • use of words • partially appropriate use of instances of chunks and phrases	minimally correct: • use of words • minimally appropriate instances of language chunks and phrases	incorrect use of: • words • inappropriate use of chunks and phrases
8	8	5	2	0
LANGUAGE USE	correct use of: • basic tenses and/or basic language structures • word order • pronouns and prepositions	partially correct use of: • basic tenses and/or basic language structures • word order • pronouns and prepositions	minimally correct use of: • basic tenses and/or basic language structures • word order • pronouns and prepositions	incorrect use of: • basic tenses and/or basic language structures • word order • pronouns and prepositions
8	8	5	2	0
MECHANICS	correct use of: • spelling • punctuation, capitalization no run-on sentences	partially correct use of: • spelling • punctuation, capitalization some run-on sentences	minimally correct use of: • spelling • punctuation, capitalization frequent run-on sentences	incorrect use of: • spelling • punctuation, capitalization consistent use of run-on sentences
4	4	2	1	0

PROJECT WORK – GUIDELINES

In Module C annual grade:	In the Oral Exam:
The project is worth 20%	The project presenataion and interaction is worth 60%

PROJECT WORK

CAN-DO STATEMENTS:

MEDIATION: *BASIC USER* II (REVISED CURRICULUM 2020)

> Can convey, in writing, the main point(s) involved in simple, clearly structured spoken and written texts

> Can collaborate with others to construct meaning and facilitate collaborative interaction

- Pupils must complete their projects before taking the oral exam.

- Projects are 20% of the annual school grade for Module C. This provides students with an opportunity to earn a better annual school grade (tsiyun shnati) in Module C.

- Tasks should be clear, demands reasonable and assessment transparent.

- **Note:** Students who move from 4 points to 3 points do not have to write an additional project. These students will receive an additional 10 points on their 4-point project grade.

- The recommended number of lessons for doing project work in the classroom is eight.

- The length of the project (the written and oral presentation) depends on:
    - the year when the pupils are doing the project (10th, 11th or 12th grade)
    - whether the pupils are doing the project individually, in pairs or in groups
    - the nature of the project
    - the level of the class.

SUGGESTED RUBRIC FOR ASSESSING THE 3-POINT PROJECT

Evaluation Criteria	Quality and Rating		
Content	Includes all the required components. All elements of the task are addressed. Content is relevant clear, organized, and coherent.	Includes most of the required components. Partially addresses elements of the task. Content is mostly relevant, comprehensible, organized, and coherent.	Includes few of the required components. Minimally addresses elements of the task. Content is somewhat irrelevant, unclear, incomprehensible, lacks organization.
	50	25	10
Oral and written sources and resources.	Includes at least 2 sources or resources. A list of sources and resources is included. Sources are relevant and integrated coherently.	Includes only one resource. A list of some of the sources and resources is included. Some of the sources are relevant and integrated.	No sources or resources included. No list of the sources and resources is included.
	20	12	4
Language	Mostly appropriate use of word order and language structures. Mostly appropriate use of vocabulary Mostly correct spelling, punctuation, and paragraphing.	Some appropriate use of word order and language structures. Some appropriate use of vocabulary. Correct spelling, punctuation and paragraphing.	Inappropriate and/ or incorrect sentence structure. Limited and/or inappropriate vocabulary, Frequent mistakes in spelling, punctuation and paragraphing.
	20	12	4
Reflection	Reflection shows understanding of the process and personal outcomes of the project		No reflection handed in
	10	5	0

- In-between grades can be given
- If the students worked in groups up to 3, the reflection should relate to the group work.
- This rubric can be adjusted to fit specific projects and topics done with students. Additional ideas for adapting rubrics can be found here.

ORAL EXAM – GUIDELINES AND TABLE OF SPECIFICATION

Spoken Interaction

Spoken Production

SPOKEN INTERACTION AND PRODUCTION

CAN-DO STATEMENTS: *BASIC USER* II (REVISED CURRICULUM 2020)

Can interact with reasonable ease in structured situations, short social exchanges and conversations using vocabulary from Bands I and II. Can generally understand clear, standard speech provided he/she can ask for repetition, reformulation or clarification from time to time

Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations

Can describe everyday aspects of his/her environment (e.g. people, places, a job or study experience) events and activities

Can give a short, rehearsed, basic presentation on a familiar subject

TABLE OF SPECIFICATION:

Interview
- 40%
- 2 - 3 minutes

Project
- 60%
- 3 - 5 minutes
  - presentation
  - accuracy
  - interaction

RUBRICS FOR ASSESSING SPOKEN PRODUCTION AND INTERACTION

The Interview			
Communicative Ability	**Points Out of 100**	**Accuracy**	**Points Out of 100**
• Understands questions with some rephrasing • Interacts without much hesitation • Gives answers that are more than one sentence	100	• Mostly correct use of simple language structures • Varied vocabulary • Comprehensible pronunciation	100
	80		80
• Has difficulty understanding questions; requires frequent repetition and rephrasing • Interacts with difficulty • Gives single-sentence answers	60	• Some correct use of simple language structures • Basic vocabulary • Mostly comprehensible pronunciation	60
	40		40
• Does not understand questions • Does not interact • Gives simple phrases and/or single-word answers	20	• Incorrect use of simple language structures • Limited vocabulary • Poor pronunciation	20

Teachers can give in-between grades in both sections.

In the project presentation rubric below, one grade is given for accuracy that reflects accuracy for both the project presentation and the project interaction.

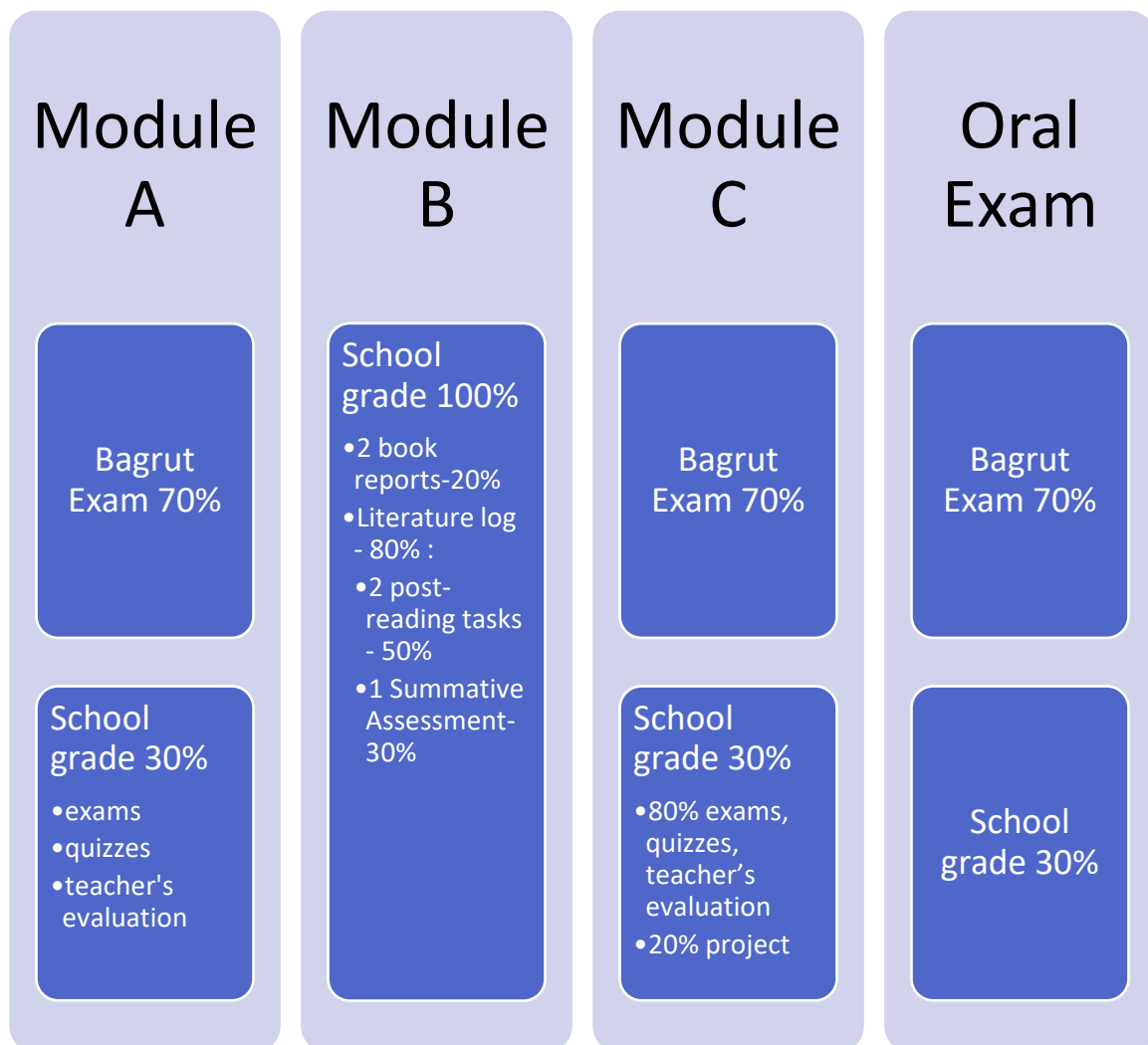| The Project Presentation and Interaction					
Project Presentation	Points Out of 100	← Accuracy →	Points Out of 100	Project Interaction	Points Out of 100
• Presentation is well-organized and includes: introduction, summary of main ideas and conclusion • Presentation is adequate and detailed (talks for about 2 minutes) • Personal perspective is included • Presentation is spoken rather than read from notes	100	• Mostly correct use of simple language structures • Vocabulary is topic-related and varied • Comprehensible pronunciation	100	• Understands questions with some rephrasing • Gives answers that are more than one sentence • Gives clear explanations	100
	80		80		80
• Presentation is organized but lacks one element • Presentation is adequate but not detailed (talks for about 1 minute) • Personal perspective is hardly related to • Presentation is mostly spoken rather than read from notes	60	• Some correct use of simple language structures • Vocabulary is topic-related but basic • Mostly comprehensible pronunciation	60	• Has difficulty understanding questions • Gives single-sentence answers • Gives clear explanations some of the time	60
	40		40		40
• Presentation is disorganized • Presentation is short (less than 1 minute) • Personal perspective is not included • Presentation is read from notes	20	• Incorrect use of simple language structures • Vocabulary is general and limited • Incomprehensible pronunciation	20	• Does not understand questions • Gives simple phrases and/or single-word answers • Gives unclear or no explanations	20

CALCULATION OF THE SCHOOL GRADE – ANNUAL GRADE (ציון בית ספרי)

School grades in English are reflective and not predictive.

The school grade reflects each student's work and achievements and is not intended to predict the grade they will receive on their external examination.

Final calculation of grades including school grades and external grades:

Module A	Module B	Module C	Oral Exam
Bagrut Exam 70%	**School grade 100%** •2 book reports-20% •Literature log - 80% : •2 post-reading tasks - 50% •1 Summative Assessment-30%	**Bagrut Exam 70%**	**Bagrut Exam 70%**
School grade 30% •exams •quizzes •teacher's evaluation		**School grade 30%** •80% exams, quizzes, teacher's evaluation •20% project	**School grade 30%**

REPORTING THE INTERNAL GRADES

In order for you to be able to submit all the grades on the Marvad app, you and all the teachers on your English staff need to be registered and approved in the experts database (מאגר מומחים) of the Marvad http://experts.education.gov.il/Account/Login

Which grade?	Where?	When?
016383 **Internal Literature** **Module B**	The final school grade is reported on the school grading software (Mashov/ Manbasnet) and then when you receive the Marvad app the same grade is submitted on the Marvad app.	The last date to hand in the Literature grades for Module B will be announced each year.
016385 **3-point Oral Internal** **Bagrut Exam** **Project and interview**	Annual grade is reported on the school grading software (Mashov/ Manbasnet) and then when you receive Marvad app, the annual grade and the exam grade are both submitted on the Marvad app.	Annual grade must be submitted 24 hours prior to the exam via the school grading software (Mashov/ Manbasnet) Oral bagrut grades must be submitted no later than June 20th.

Please check the Stay Up To Date site regarding posting grades for 07 students.

RESOURCES FOR TEACHING 3 POINTERS:

- <u>Mikud – Focus</u> for Corona Times

- <u>Previous exams</u>

- <u>Ladders</u>

- <u>National Broadcasts</u>

- <u>Band II vocabulary</u>

- <u>Literature handbook</u>

- <u>The Portal</u>

- <u>Module C –writing rubric</u>

- <u>Reading for Pleasure (extensive reading)</u>

- <u>Assessment Guidelines, 2001</u> – additional ideas for projects and rubrics

- <u>Getting Students to Talk in English: A Practical Guide</u> (posted September 2018)

GLOSSARY

- **Can-Do Statements** "define what English language learners can actually do with language in varying situations, for different purposes, and formulated in positive terms at each level along the journey toward English language proficiency". *English Curriculum 2020 For Junior High School*

- **A Table of Specification** is a blueprint or plan of what to include in a test. It lists content, cognitive levels, number of items on a particular exam.

- **Bagrut / matriculation exam** is a high stakes matriculation exam- standardized countrywide exam held toward the end of high school.

- **Module** - a set of parts to make up a whole - for example, Modules A - 016381, B - 016383, C - 016382, and the F2F Oral exam - 016385 make up the 3-point Bagrut.

- **Modular model** - The Bagrut in English is organized according to segments which add up to complete either a 3 - or 4 - or 5 - point Bagrut certificate.

- **Exam number** - each module has a number that the Ministry of Education uses to identify it. The students are registered for Bagrut exams using the number rather than the letter. Module A- 016381.

- **Final Grade** - The final calculation of the 70% Bagrut grade and the 30% annual school grade is the final grade.

- **Internal Grade** - the literature modules- 016383,016483,016583 are made up of only the school's internal grade. There is no external Bagrut exam in these modules.

- **External Grade**-This refers to the grade that a student earns on the Bagrut exam itself. This is 70% of all modules except literature.

- **30% school grade**-This is the 30% of the final grade of the module being tested.