



State of Israel - Ministry of Education
Pedagogical Secretariat - Language Department
English Language Education



**3 -POINT
BAGRUT
HANDBOOK
FEBRUARY 2025**



INTRODUCTION

February, 2025

Dear Teachers,

I am pleased to present this updated handbook, which compiles all the required information for completing the 3-point Bagrut. The handbook details the modularity, content, and format of the three assessment modules, including the spoken language component, at the 3-point level.

The A2 Level (Basic User II) of the English Curriculum 2020, which describes the expected proficiency at the end of Junior High School and serves as the exit level for the 3-point Bagrut, is available on the [Portal curriculum page](#).

I hope you find this handbook useful, practical, and valuable in promoting students' success in their English language studies and assessment.

Sincerely,

Dr. Elias Farah

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](#).

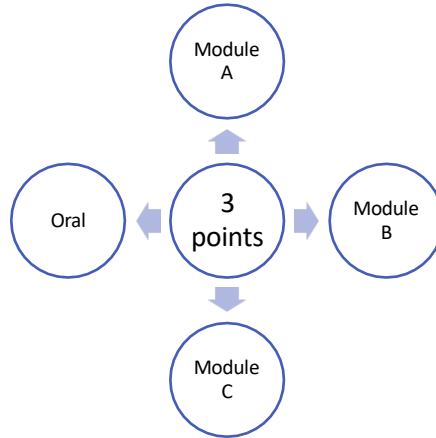


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THE COMPONENTS OF THE 3-POINT ENGLISH BAGRUT



THE STRUCTURE OF THE 3-POINT ENGLISH BAGRUT

Module	Module A	Module B	Module C	Oral
Exam number	016381	016383	016382	BOOST 16387 (OBE 16385 for Special Ed students)
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%	BOOST exam: 70% External exam, 30% Annual grade
Components	Reading Comprehension - 2 short texts 100%	Literature log 80%: • 2 short stories • 1 poem 2 book reports 20%	Reading Comprehension 70% Writing 30%	



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 take the exams over a period of two years (11th and 12th grade).

If you would like your students to take the examination in parts spread across different time periods (*moadim*)—for example, Module A in the winter and Module C in the summer—they may be tested in any order. However, it is recommended that they begin with the lower module for the 3-point level, **Module A**, and progress from there. The oral exam (the BOOST) can only be taken in 12th grade.

Requirements	10th grade		11th grade		12th grade	
	Winter	Summer	Winter	Summer	Winter	Summer
Module A 016381	3-point students can take the first module from the winter of 11 th grade					
Module C 016382						
Module B ** 016383 2 book reports 2 short stories 1 poem						
Project						
Oral Exam	X	X	X	X	From winter of 12 th grade only	

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

** Since only **one Literature Log grade** can be reported per student, it is recommended **not** to report grades for the B Literature Module in the 11th grade. Instead, save the grades to be reported in the 12th grade, OR do not report at all if the student moves to 4 points.



MODULE A – GUIDELINES AND TABLE OF SPECIFICATIONS

Reading
Comprehension 100%

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 SPECIFICATIONS:

2 texts	<ul style="list-style-type: none"> • 100% of the exam • 180 - 200 words in each text • 15 questions (6-7 MC , 8-9 OE and Fill-ins)
Text types	<ul style="list-style-type: none"> • advertisement • article • description • letter/email • report
Task types	<ul style="list-style-type: none"> • fill-ins • matching • multiple-choice • open-ended questions • sentence completion

- ✓ Please note that Module A can be taken starting in the winter of the 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 SPECIFICATIONS

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 SPECIFICATIONS:

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 [English Portal](#).



MODULE C – GUIDELINES AND TABLE OF SPECIFICATIONS

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 SPECIFICATIONS:

1 text	<ul style="list-style-type: none">• 70%• Up to 300 words• 8 - 10 questions
Text types	<ul style="list-style-type: none">• article• descriptive texts such as personal account / human-interest article• informative texts• report• reviews such as books, films
Task types	<ul style="list-style-type: none">• 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 SPECIFICATIONS:

1 composition	<ul style="list-style-type: none">• 30%• 70 - 90 words
Composition types	<ul style="list-style-type: none">• opinion• description• informal letter

- ✓ Please note that Module C can be taken starting in the winter of the 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 (on questions relating to the text)
- ✓ Links to past exams and scoring guidelines can be found on the [Bagrut section of the English Portal](#).
- ✓ For 2025 exams – the bank of topics for the composition has been reduced to 7 topics. The list can be found in [MIKUD 2025](#) (page 3)



MODULE C WRITING RUBRIC [\(CLICK HERE FOR FURTHER DETAILS\)](#)

CRITERIA	CORRECT	PARTIALLY CORRECT	MINIMALLY CORRECT	INCORRECT
CONTENT AND ORGANIZATION	<ul style="list-style-type: none"> on topic information is relevant content is understood text is well organized 	<ul style="list-style-type: none"> partially on topic information is partially relevant content is partially understood text is partially organized 	<ul style="list-style-type: none"> minimally on topic information is minimally relevant content is minimally understood text is minimally organized 	<ul style="list-style-type: none"> not on topic information is not relevant <p><i>In most cases, when both the above bullets are applicable, it will result in zero for the entire task.</i></p>
10	10	7	3	0
VOCABULARY	correct use of: <ul style="list-style-type: none"> words appropriate use of instances of language chunks and phrases (such as phrasal verbs and collocations) 	partially correct: <ul style="list-style-type: none"> use of words partially appropriate use of instances of chunks and phrases 	minimally correct: <ul style="list-style-type: none"> use of words minimally appropriate instances of language chunks and phrases 	incorrect use of: <ul style="list-style-type: none"> words inappropriate use of chunks and phrases
8	8	5	2	0
LANGUAGE USE	correct use of: <ul style="list-style-type: none"> basic tenses and/or basic language structures word order pronouns and prepositions 	partially correct use of: <ul style="list-style-type: none"> basic tenses and/or basic language structures word order pronouns and prepositions 	minimally correct use of: <ul style="list-style-type: none"> basic tenses and/or basic language structures word order pronouns and prepositions 	incorrect use of: <ul style="list-style-type: none"> basic tenses and/or basic language structures word order pronouns and prepositions
8	8	5	2	0
MECHANICS	correct use of: <ul style="list-style-type: none"> spelling punctuation, capitalization no run-on sentences	partially correct use of: <ul style="list-style-type: none"> of: <ul style="list-style-type: none"> spelling punctuation, capitalization some run-on sentences	minimally correct use of: <ul style="list-style-type: none"> spelling punctuation, capitalization frequent run-on sentences	incorrect use of: <ul style="list-style-type: none"> spelling punctuation, capitalization consistent use of run-on sentences
4	4	2	1	0



PROJECT WORK – GUIDELINES

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 form 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. Students who have completed the 3-point project and move up to 4 points are required to complete the project requirements for the 4-point level.
- 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:
 - 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. Mostly 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.

BOOST - THE NEW EXTERNAL ORAL EXAM FOR 3 POINTERS - 16387

All 3-point students in the 12th grade are tested in the computerized external oral exam – the BOOST (semel sheelon 16387). Only Special Education students will be able to be tested with a human tester - F2F oral exam- (semel sheelon 16385).

The BOOST consists of two parts, each with two sections: two spoken reception tasks and two spoken production tasks. Each of the four tasks is worth 25%.

For more information about the BOOST, the Oral Bagrut Exam for 3 pointers (including sample exams and rubrics), see [THIS LINK](#).

Reporting the oral Bagrut exam with a human tester for Special Education Students. (semel sheelon 16385)

Starting in summer 2024, reporting oral exam grades for Special Education students tested with a human tester can only be done ONCE. Following these changes, DO NOT report grades for the oral exam (16385) before the winter of grade 12. If, in extenuating circumstances, a second grade needs to be reported (if the student moved up to 4 points), contact your district English inspector.

**For questions about striving learners and the BOOST, please feel free to contact national counselor: Aharona Gvaryahu at gvaryahu@gmail.com
Cellphone: 054-2818878**

BOOST EXAM – GUIDELINES AND TABLE OF SPECIFICATIONS



Spoken Reception

Spoken
Production

SPOKEN RECEPTION 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

Guidelines for [marking the BOOST](#)

For more information about the BOOST structure, including teaching materials, see [HERE](#).



ORAL BAGRUT FOR SPECIAL ED STUDENTS

Special Education students may be tested with a human tester – an English teacher who is NOT their teacher (instead of the BOOST).

See the Table of Specifications and Marking Rubrics for the F2F oral exam of Special Ed students.

TABLE OF SPECIFICATIONS:

Interview	<ul style="list-style-type: none"> • 40% • 2 - 3 minutes
Project	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Understands questions with some rephrasing • Interacts without much hesitation • Gives answers that are more than one sentence 	100	<ul style="list-style-type: none"> • Mostly correct use of simple language structures • Varied vocabulary • Comprehensible pronunciation 	100
	80		80
<ul style="list-style-type: none"> • Has difficulty understanding questions; requires frequent repetition and rephrasing • Interacts with difficulty • Gives single-sentence answers 	60	<ul style="list-style-type: none"> • Some correct use of simple language structures • Basic vocabulary • Mostly comprehensible pronunciation 	60
	40		40
<ul style="list-style-type: none"> • Does not understand questions • Does not interact • Gives simple phrases and/or single-word answers 	20	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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		100	<ul style="list-style-type: none"> • Understands questions with some rephrasing • Gives answers that are more than one sentence • Gives clear explanations 	100
	80		80		80
<ul style="list-style-type: none"> • 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		60	<ul style="list-style-type: none"> • Has difficulty understanding questions • Gives single-sentence answers • Gives clear explanations some of the time 	60
	40		40		40
<ul style="list-style-type: none"> • Presentation is disorganized • Presentation is short (less than 1 minute) • Personal perspective is not included • Presentation is read from notes 	20		20	<ul style="list-style-type: none"> • Does not understand questions • Gives simple phrases and/or single-word answers • Gives unclear or no explanations 	20

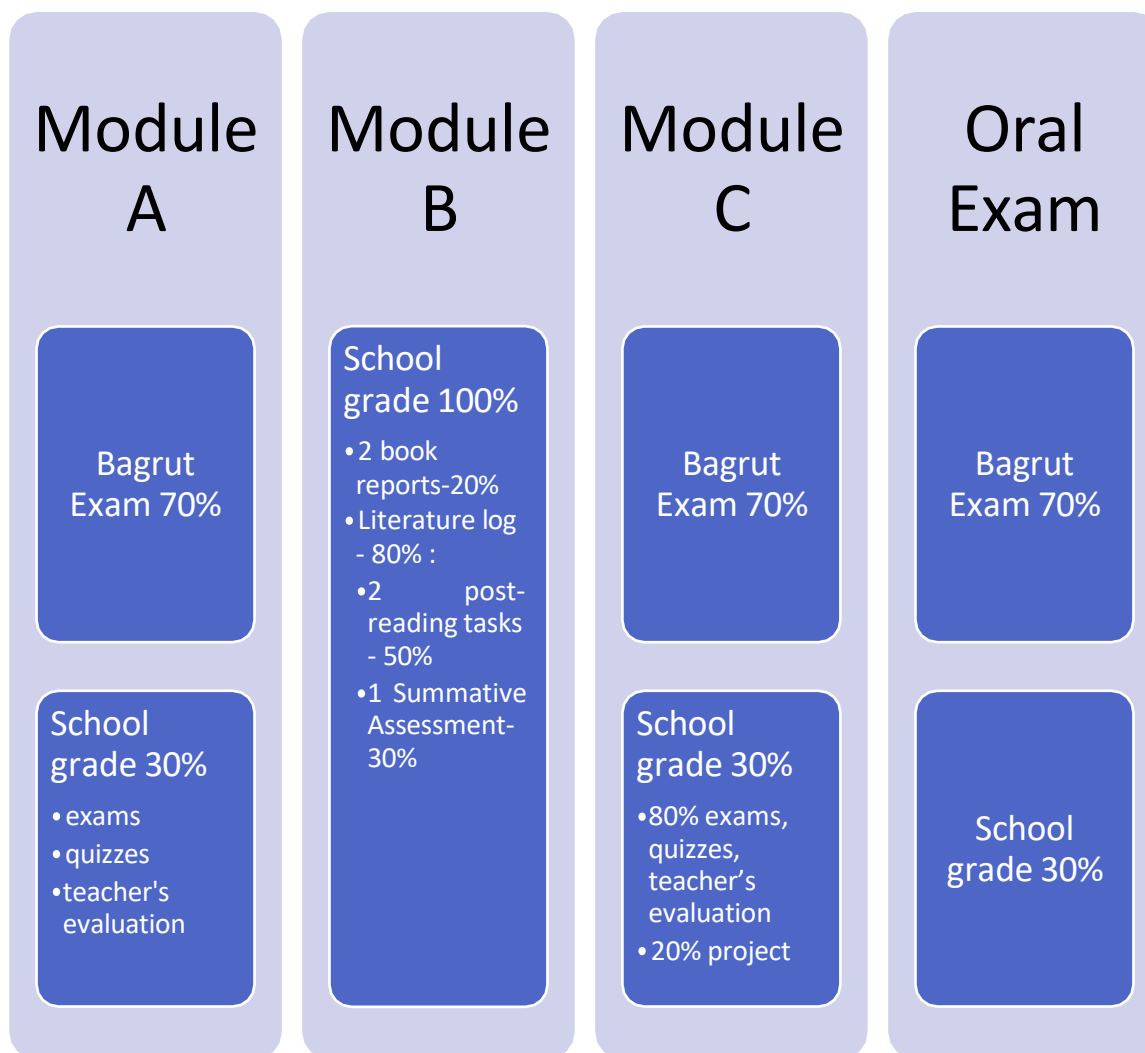


CALCULATION OF THE SCHOOL GRADE – ANNUAL GRADE (ציון בית ספרי)

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:





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	<p>The final school grade is reported by the teacher on the shiluvit.</p> <p>Since only one Literature Log can be reported per student, do not report grades for the B Literature Module before the 12th grade.</p>	<p>The final date to hand in the Literature grades for Module B will be announced yearly.</p>

Please check the [Portal](#) regarding guidelines for posting grades for 07 students.



RESOURCES FOR TEACHING 3 POINTERS:

- [Dig into Digital](#)
- [Previous exams](#)
- [Ladders](#)
- [National Broadcasts](#)
- [Band II vocabulary](#)
- [The English Portal](#)
- [Module C writing rubric](#)
- [Reading for Pleasure \(extensive reading\)](#)
- [Assessment Guidelines, 2021](#) – additional ideas for projects and rubrics
- [Getting Students to Talk in English](#)



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 Specifications** 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 BOOST - 16387 (or the F2F Oral exam – 016385 for special Ed students) 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.
- **Semel Sheelon** - 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.