



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



**4 -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 4-point Bagrut. The handbook details the modularity, content, and format of the three assessment modules, including the spoken language component, at the 4-point level.

The B1 Level (Independent User I) of the English Curriculum 2020, which describes the expected proficiency at the end of High School and serves as the exit level for the 4-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 4-point matriculation exams while they are in high school. For external examinees or those making up grades (mishne examinees), please refer to [information and material for External and Mishne students on the English Inspectorate Site](#).*

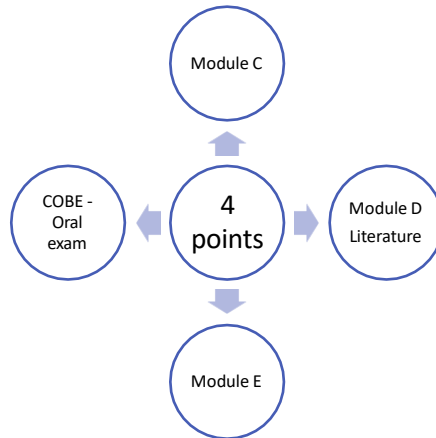


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## THE COMPONENTS OF THE 4-POINT ENGLISH BAGRUT



## THE STRUCTURE OF THE 4-POINT ENGLISH BAGRUT

Module	Module C	Module D - Literature	Module E	COBE - Computerised Oral Bagrut Exam
Exam number	016382	016483	16471	016486
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%	Bagrut exam 70% Annual grade 30%
Components	Reading Comprehension 70%  Writing 30%	Literature 80%: • 3 short stories • 3 poems  4 book reports 20%	Reading Comprehension 70%  vocabulary 30%	Personal response - 2 questions  Project - prompted presentation and interaction  Clip - Prompt - 2 sets of questions



## 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.

In order to complete the 4-point Bagrut, students must complete Modules C, D, E and the COBE. They may be tested in any order; however, it is highly recommended that they begin the testing process with Module C and work their way up to Module E and the COBE. Module D should be studied for at least two years of high school.

Requirements	10th grade		11th grade		12th grade	
	Winter	Summer	Winter	Summer	Winter	Summer
<b>Module C</b> <b>016382</b>	4-point students cannot begin taking bagrut modules before the summer of 11 <sup>th</sup> grade.					
<b>Module E</b> <b>016471</b>						
<b>Literature</b> <b>Module D</b> <b>016483</b>  <i>4 book reports</i> <i>3 short stories</i> <i>3 poems</i>						
<b>Project</b>						
<b>COBE</b> <b>16486</b>	Students can do the COBE starting winter of 12 <sup>th</sup> grade					

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



## MODULE C – GUIDELINES AND TABLE OF SPECIFICATIONS

Reading  
Comprehension 70%

Writing 30%

### READING COMPREHENSION

#### CAN-DO STATEMENTS:

#### WRITTEN RECEPTION: BASIC USER I & 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"><li>• 70% of the grade</li><li>• Up to 300 words</li><li>• 8 - 10 questions</li></ul>
Text types	<ul style="list-style-type: none"><li>• article</li><li>• descriptive text such as personal account / human-interest article</li><li>• informative text</li><li>• report</li><li>• review such as book, film</li></ul>
Task types	<ul style="list-style-type: none"><li>• graphic organizers such as time lines, tables</li><li>• multiple-choice</li><li>• open-ended</li><li>• sentence completion</li></ul>



## 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"><li>• 30% of the grade</li><li>• 70 - 90 words</li></ul>
Composition types	<ul style="list-style-type: none"><li>• opinion</li><li>• description</li><li>• informal letter</li></ul>

- ✓ Please note that Module C can be taken starting from the summer of 11<sup>th</sup> 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 in the English Inspectorate site](#)



**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"> <li>on topic</li> <li>information is relevant</li> <li>content is understood</li> <li>text is well organized</li> </ul>	<ul style="list-style-type: none"> <li>partially on topic</li> <li>information is partially relevant</li> <li>content is partially understood</li> <li>text is partially organized</li> </ul>	<ul style="list-style-type: none"> <li>minimally on topic</li> <li>information is minimally relevant</li> <li>content is minimally understood</li> <li>text is minimally organized</li> </ul>	<ul style="list-style-type: none"> <li>not on topic</li> <li>information is not relevant</li> </ul> <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	<ul style="list-style-type: none"> <li>correct use of words</li> <li>appropriate use of instances of language chunks and phrases (such as phrasal verbs and collocations)</li> </ul>	<ul style="list-style-type: none"> <li>partially correct use of words</li> <li>partially appropriate use of instances of chunks and phrases</li> </ul>	<ul style="list-style-type: none"> <li>minimally correct use of words</li> <li>minimally appropriate instances of language chunks and phrases</li> </ul>	<ul style="list-style-type: none"> <li>incorrect use of words</li> <li>inappropriate use of chunks and phrases</li> </ul>
8	8	5	2	0
LANGUAGE USE	correct use of: <ul style="list-style-type: none"> <li>basic tenses and/or basic language structures</li> <li>word order</li> <li>pronouns and prepositions</li> </ul>	partially correct use of: <ul style="list-style-type: none"> <li>basic tenses and/or basic language structures</li> <li>word order</li> <li>pronouns and prepositions</li> </ul>	minimally correct use of: <ul style="list-style-type: none"> <li>basic tenses and/or basic language structures</li> <li>word order</li> <li>pronouns and prepositions</li> </ul>	incorrect use of: <ul style="list-style-type: none"> <li>basic tenses and/or basic language structures</li> <li>word order</li> <li>pronouns and prepositions</li> </ul>
8	8	5	2	0
MECHANICS	correct use of: <ul style="list-style-type: none"> <li>spelling</li> <li>punctuation, capitalization</li> </ul> no run-on sentences	partially correct use of: <ul style="list-style-type: none"> <li>spelling</li> <li>punctuation, capitalization</li> </ul> some run-on sentences	minimally correct use of: <ul style="list-style-type: none"> <li>spelling</li> <li>punctuation, capitalization</li> </ul> frequent run-on sentences	incorrect use of: <ul style="list-style-type: none"> <li>spelling</li> <li>punctuation, capitalization</li> </ul> consistent use of run-on sentences
4	4	2	1	0





## MODULE D – LITERATURE PROGRAM - GUIDELINES AND TABLE OF SPECIFICATIONS

Internal Literature Program - 80%

Extensive Reading - 20%

See the different options, guidelines, approved literary pieces and assessment options for the Module D literature program on the [Portal](#).

[List of approved texts for 4 and 5 points](#)

### LITERATURE PROGRAM AND EXTENSIVE READING

CAN-DO STATEMENTS:

MEDIATION: INDEPENDENT USER I (REVISED CURRICULUM 2020)

Can express his/her reactions to a work, reporting his/her feelings and ideas in level-appropriate language

Can describe a character's feelings and explain the reasons for them in level-appropriate language

Can say in simple language which aspects of a work especially interested him/her

Can select simple passages he/she particularly likes from work of literature and explain their choice

### TABLE OF SPECIFICATIONS:

Literature	• 80% of the grade
Literary texts	• 3 short stories • 3 poems
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.
Extensive reading	• 20% of the grade • 4 book reports



## MODULE E – GUIDELINES AND TABLE OF SPECIFICATION

Reading  
Comprehension 70% of  
final grade

Vocabulary 30% of final  
grade

### READING COMPREHENSION

#### CAN-DO STATEMENTS:

#### WRITTEN RECEPTION: INDEPENDENT USER I (REVISED CURRICULUM 2020)

Can read texts on familiar subjects and/or of interest and containing level-appropriate language (vocabulary and grammar) with an adequate level of comprehension

#### TABLE OF SPECIFICATIONS:

1 text	<ul style="list-style-type: none"><li>• 70%</li><li>• Up to 400 words</li><li>• 8 - 10 questions</li></ul>
Text types	<ul style="list-style-type: none"><li>• article</li><li>• informative text such as advertisement, advice column, brochure, newsletter</li><li>• interview</li><li>• letter such as letter to the editor, letter of complaint</li><li>• report</li><li>• review such as book, film</li><li>• text such as personal account/ human interest article</li></ul>
Task types	<ul style="list-style-type: none"><li>• graphic organizers such as time lines, tables</li><li>• multiple-choice</li><li>• open-ended</li><li>• sentence completion</li><li>• true/false with justification</li></ul>

In Module E, students are not permitted to use a dictionary. A glossary is provided for the words that are not in the defined list from the bands.



## VOCABULARY TASK FOR MODULE E

### CAN-DO STATEMENTS:

Written RECEPTION: INDEPENDENT USER I (REVISED CURRICULUM 2020)

Has receptive/productive knowledge of vocabulary specified on BAND I, II and Core 1 of Band III for 4 points related to a variety of topics and everyday situations

Has sufficient productive knowledge of vocabulary on BAND I, II and Core 1 of Band III for 4 points to express him/herself with some compensatory strategies on a variety of familiar topics

Can use language flexibly to reformulate an idea to emphasize or explain a point

### TABLE OF SPECIFICATIONS:

5 questions	<ul style="list-style-type: none"><li>• 30% of exam</li><li>• 6 points per question</li><li>• 2 points per correct answer</li></ul>
Word List	<ul style="list-style-type: none"><li>• Band I, II &amp; III words</li><li>• Updated lists are provided for each time period</li></ul>
Task types	<ul style="list-style-type: none"><li>• fill-ins</li><li>• multiple-choice</li><li>• matching</li></ul>

- ✓ *Time allotted: 1 hour and 15 minutes*
- ✓ *for questions worth 5-7 points: 1- 2 points deducted for grammar errors*
- ✓ *for questions worth 8 - 10 points: 2 – 3 points deducted for grammar errors*
- ✓ *no points deducted for spelling errors*
- ✓ *Links to past exams and scoring guidelines can be found on the [English Inspectorate site](#)*



## PROJECT WORK – GUIDELINES

In Module C or E annual  
grade:  
The project is worth 20 - 30%

In the COBE Oral Exam:  
The project interaction and  
presentation is worth 25%

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## PROJECT WORK

### CAN-DO STATEMENTS:

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#### WRITTEN PRODUCTION: INDEPENDENT USER 1 (REVISED CURRICULUM 2020)

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Can write straightforward connected texts on familiar subjects and/or topics of interest, by linking shorter discrete elements into a coherent sequence using level-appropriate language (vocabulary and grammar)

#### MEDIATION: INDEPENDENT USER I (REVISED CURRICULUM 2020)

Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, provided that he/she can check the meaning of certain expressions

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## PROJECT GUIDELINES

- Pupils must complete their projects before taking the oral exam.
- Projects are worth 20% - 30% of the annual school grade for 4 points. This provides students with an opportunity to earn a better annual school grade (tsiyun shnati) in Module C or E.
- Tasks should be clear, demands reasonable and assessment transparent.
- **Note:** Students who move from 5 points to 4 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 but more work is usually required individually or in small groups.
- 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

For further information and ideas on the project please check the icon for Digital Projects on the Portal.



**SUGGESTED RUBRIC FOR ASSESSING THE 4-POINT PROJECT**

Evaluation Criteria	Quality and Rating		
<b>Content</b>	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
<b>Oral and written sources and resources.</b>	Includes the required number of sources or resources.  A list of sources and resources is included.  Sources are relevant and integrated coherently.	Includes less than the required number of resources.  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
<b>Language</b>	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.  Partially 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
<b>Reflection</b>	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.



## COBE – COMPUTERIZED ORAL BAGRUT EXAM – GUIDELINES AND TABLE OF SPECIFICATIONS

Spoken Interaction

Spoken Production

Listening  
Comprehension

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### SPOKEN INTERACTION- RECEPTION AND PRODUCTION

CAN-DO STATEMENTS: INDEPENDENT USER I (REVISED CURRICULUM 2020)

Can exploit a wide range of simple language to deal with most familiar situations. Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events)

Can reasonably sustain a straightforward description on a variety of subjects within his/her area of interest, presenting it in a coherent sequence using level-appropriate language (vocabulary and grammar)

Can understand the main points and some details of clearly articulated standard speech on concrete and abstract familiar matters regularly encountered in school, leisure etc.

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All information [can be found in the detailed guidelines document.](#)



TABLE OF SPECIFICATIONS:

Part A - Spoken Production - Personal Response	<ul style="list-style-type: none"><li>• 25 points</li><li>• 2 - 3 minutes for listening, viewing questions and answering</li><li>• Students are presented with a choice of two topics. They are asked <b><u>to choose one</u></b> and respond to a set of thematically related questions in detail, in order to talk about the topic presented in a single recording.</li></ul>
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## POSSIBLE TOPICS:

- Advertising
- Animals
- Education
- Fame and celebrities
- Favorite books and movies
- Food
- Free time activities
- Friendship
- Future plans
- Games
- Health
- Hobbies and habits / routines
- Holidays and customs
- Hometown
- Languages
- Music
- Personal belongings
- Personal strengths and weaknesses
- Professional ambitions
- Reflection on personal experiences
- Respect
- Role models
- School
- Sports
- Suggesting individual/ community change
- Technology
- Transportation
- Vacations
- Volunteering



Part B -  
Spoken  
Production -  
Project /  
Bridging  
Project

- 25 points
- 1 - 2 minutes speaking time is required.
- Students are asked a set of questions relating to their project which they must answer in depth in ONE recording.

### POSSIBLE TOPICS AND REASON FOR CHOICE:

#### Topic and reason for choice

- What was learned
- What they wanted to learn
- Learning skills improved
- Interesting facts learned
- Surprising information
- Future use of information
- Redoing it if opportunity arose
- Topic related to literary piece
- How the project influenced them
- How the project helped them better understand the literary text

#### Reflections on:

- Challenges of the work
- Teamwork vs. individual work
- Finding information on the topic
- Writing up their project
- Learning and language skills
- Personal achievement and feeling



PART C:

Rubrics for the COBE exam – 4 points.

Part C -  
Response  
to audio  
visual  
prompts

- 50 points - 2 sets of questions
- 4 - 5 minutes for viewing and answering all questions
- Part 1 - 25 points - Audio-visual prompt followed by set of questions, level 1 (basic-understanding):
  - *respond to a set of questions after viewing the audio-visual prompt in ONE recording, e.g., a video, animated clip*
  - *a conversation, an interview, a talk, a presentation*
- Part 2 - 25 points - Audio-visual prompt followed by a set of extended questions, level 2 (interpretation):
  - *respond in depth, to a set of questions in ONE recording*

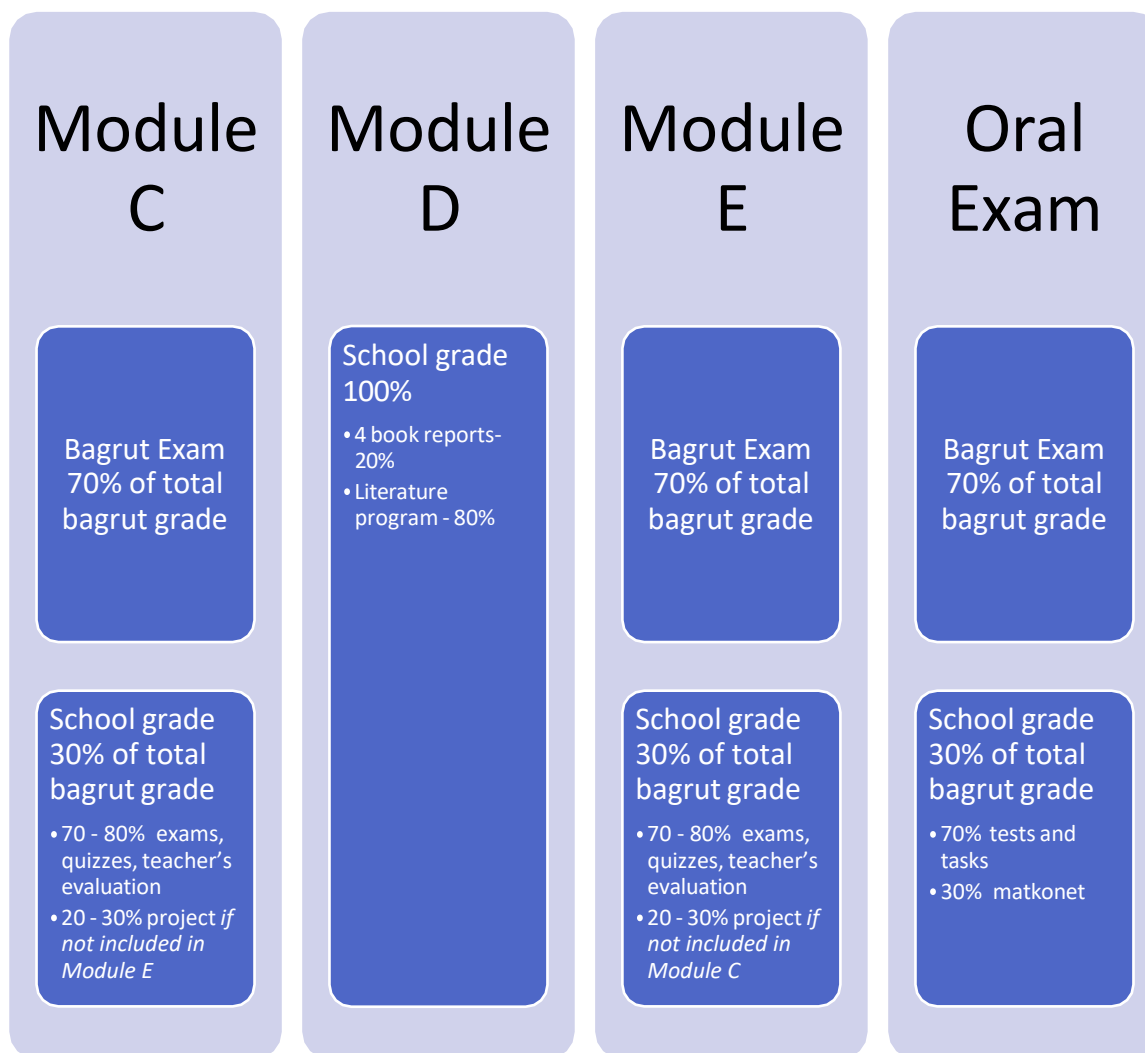
POSSIBLE THEMES AND QUESTIONS:

- Possible themes for clips:
  - Formal and informal social interactions in a variety of situations
  - Various social and/or personal dilemmas, problems or conflicts
- Possible questions:
  - Wh- questions
  - Making plans and arrangements
  - Comparing and contrasting
  - Persuading
  - Making suggestions
  - Solving problems
  - Making decisions
  - Giving instructions and how-to guides
  - Sequencing
  - Summarizing
  - Distinguishing and/or reacting to different perspectives
  - Using given information for different purposes



## 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. On the other hand, there should not be a discrepancy of more than 15% between the average grade for the entire school and the average exam grade.





## REPORTING THE INTERNAL GRADES

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?
<b>016483</b> <b>Internal Literature</b> <b>Module D</b>	The final grade for Module D is reported by the teacher on the Marvad app.	The final date to hand in the Literature grades for Module D will be announced each year.

Please check the [Portal](#) regarding the submission of grades for 07 students.



## RESOURCES FOR TEACHING 4 POINTERS:

- [Mikud](#)
- [Previous exams](#)
- [Ladders](#)
- [National Broadcasts](#)
- [Band Lists](#)
- [Useful Links for the Aligned Literature Program](#)
- [The English Portal](#)
- [Module C – writing rubric](#)
- [COBE – Computerised Oral Bagrut Exam](#)
- [Reading for Pleasure \(extensive reading\)](#)
- [COBE information](#)
- [Getting Students to Talk in English: A Practical Guide \(posted September 2018\)](#)



## 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 Specifications** is a blueprint or plan of what to include in a test. It lists content, cognitive levels and the number of items on a particular exam.
- **Bagrut / matriculation exam** is a standardized countrywide high-stakes matriculation exam, held toward the end of high school.
- **Module** - a set of parts to make up a whole - for example, Modules C - 016382, Module D – 016483, Module E – 016481 and the COBE exam – 016487 make up the 4-point Bagrut.
- **Modular system** - 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 is coded according the MOEs coding guidelines. Schools register students according to code numbers rather than letters. Module C- 016382, etc.
- **Final Grade** - The final calculation of the 70% Bagrut grade and the 30% annual school grade is the final grade that appears on the Bagrut certificate.
- **Internal Grade** - The literature modules (016383, 016483, 016583) are graded internally. The grade is then uploaded to the Ministry site. 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 and reflects the students' work and achievements during the learning process at school.