



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



**5 -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 5-point Bagrut. The handbook details the modularity, content, and format of the three assessment modules, including the spoken language component, at the 5-point level.

The B2 Level (Independent User II) of the English Curriculum 2020, which describes the expected proficiency at the end of High School and serves as the exit level for the 5-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 5-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](#).*

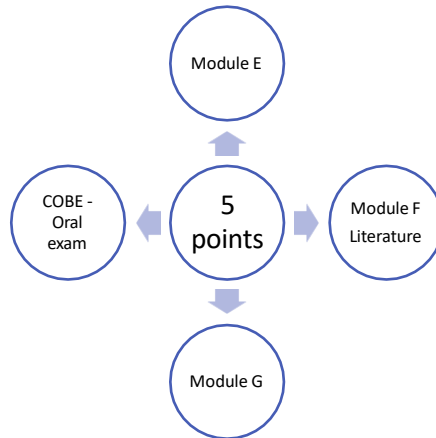


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## THE COMPONENTS OF THE 5-POINT ENGLISH BAGRUT



## THE STRUCTURE OF THE 5-POINT ENGLISH BAGRUT

Module	Module E	Literature Module F	Module G	COBE - Computerised Oral Bagrut Exam
Exam number	E - 16471	016583	016582	016586
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%  vocabulary 30%	Literature 80%: • 1 novel / play • 3 short stories • 2 poems  4 book reports 20%	Reading Comprehension 60%  Writing 40%	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.

In order to complete the 5-point Bagrut, students must complete Modules E, F, G and the COBE. They may be tested in any order; however, it is highly recommended that they begin the testing process with Module E and work their way up to Module G and the COBE. Module F 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 E - 16471</b>	Students can take the first module in the summer of the 11 <sup>th</sup> grade.					
<b>Module G 016582</b>						
<b>Literature Module F 016583</b>  <i>4 book reports 1 novel / play 3 short stories 2 poems</i>						
<b>Project</b>						
<b>COBE 16586</b>	Students may do the COBE as of winter of 12 <sup>th</sup> grade.					

- *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 English Inspectorate site](#):



**MODULE E – GUIDELINES AND TABLE OF SPECIFICATIONS**

**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 & III (Core 1) for 4 points related to a variety of topics and everyday situations

Has sufficient productive knowledge of vocabulary on 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 (Core 1) 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 [Bagrut section of the English Inspectorate site.](#)



## MODULE F – 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 F literature program on the [Portal](#).

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

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### LITERATURE PROGRAM AND EXTENSIVE READING

CAN-DO STATEMENTS:

MEDIATION: INDEPENDENT USER II (REVISED CURRICULUM 2020)

Can explain why certain parts or aspects of a work especially interested him/her in level-appropriate language

Can explain in some detail which character he/she most identified with and why in level-appropriate language

Can relate events in a story, film or play to similar events he/she has experienced or heard about in level-appropriate language

Can describe the emotions experienced by a character in a work in level-appropriate language

Can explain briefly the feelings and opinions that a work provoked in him/her in level-appropriate language

Can describe the personality of a character in level-appropriate language

Can express in some detail his/her reactions to the form of expression, style and content of a work, explaining what he/she appreciated and why





TABLE OF SPECIFICATIONS:

Literature	• 80% of the grade
Literary texts	• 1 novel / play • 3 short stories • 2 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 G – GUIDELINES AND TABLE OF SPECIFICATIONS

Reading  
Comprehension 60%

Writing 40%

### READING COMPREHENSION

#### CAN-DO STATEMENTS:

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

Can read texts containing level-appropriate language (vocabulary and grammar) with a large degree of independence, adapting style and reading rate to different purposes with a high level of comprehension.

#### TABLE OF SPECIFICATIONS:

1 text	<ul style="list-style-type: none"><li>• 60% of the grade</li><li>• 450 - 500 words</li><li>• 8 - 10 questions</li></ul>
Text types	<ul style="list-style-type: none"><li>• article</li><li>• informative texts such as advertisement, advice column, brochure, newsletter</li><li>• interviews</li><li>• letters such as letter to the editor, letter of complaint</li><li>• report</li><li>• reviews such as books, films</li><li>• texts 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>• t/f with justification</li></ul>



## WRITING

### CAN-DO STATEMENTS:

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

Can write clear, detailed texts on a variety of subjects and/or topics of interest, synthesizing and evaluating information and arguments from a number of sources and using level-appropriate language (vocabulary and grammar).

### TABLE OF SPECIFICATIONS:

1 composition

- 40% of the grade
- 120 - 140 words

Composition types

opinion  
for and against  
description  
emails  
stories  
formal letters

- ✓ *Time allotted: 1 hour and 45 minutes*
- ✓ *For questions worth 6-7 points: 1-2 points deducted for grammar*
- ✓ *1 point is deducted for spelling in each item*
- ✓ *For questions worth 8 - 10 points: 2 - 3 points deducted for grammar*
- ✓ *Links to past exams and scoring guidelines can be found on the [Bagrut section of the English Inspectorate site](#).*



**MODULE G WRITING RUBRIC (CLICK HERE FOR FURTHER DETAILS)**

CRITERIA	<i>CORRECT</i>	<i>PARTIALLY CORRECT</i>	<i>MINIMALLY CORRECT</i>	<i>INCORRECT</i>
<i>CONTENT AND ORGANIZATION</i>	<ul style="list-style-type: none"> <li>fully on topic</li> <li>fully developed (main idea and supporting details)</li> <li>all elements of task are addressed</li> <li>information is relevant</li> <li>content is understood</li> <li>task is well-organized and coherent</li> </ul>	<ul style="list-style-type: none"> <li>partially on topic</li> <li>partially developed (main idea or supporting details)</li> <li>partially addresses elements of task</li> <li>information is partially relevant</li> <li>content is partially understood</li> <li>task is partially organized and coherent</li> </ul>	<ul style="list-style-type: none"> <li>minimally on topic</li> <li>minimally developed (main idea or supporting details)</li> <li>minimally addresses elements of task</li> <li>information is minimally relevant</li> <li>content is minimally understood</li> <li>task is minimally organized and coherent</li> </ul>	<ul style="list-style-type: none"> <li>not on topic</li> <li>not developed (main idea or supporting details)</li> <li>elements are not addressed *</li> <li>information is not relevant *</li> <li>content is not understood</li> <li>task is not organized and not coherent</li> </ul> <p>* due to misunderstanding</p>
8	8	5	2	0
<i>VOCABULARY</i>	<ul style="list-style-type: none"> <li>correct use of varied and rich vocabulary</li> <li>appropriate use of instances of language chunks and phrases</li> <li>correct use of connecting words or phrases</li> <li>use of appropriate register</li> </ul>	<ul style="list-style-type: none"> <li>correct use of basic, appropriate vocabulary</li> <li>partially appropriate use of instances of chunks and phrases.</li> <li>partial and correct use of connecting words or phrases</li> <li>occasional use of inappropriate register</li> </ul>	<ul style="list-style-type: none"> <li>minimally correct use of basic, appropriate vocabulary</li> <li>minimally appropriate instances of chunks and phrases.</li> <li>minimal use of connecting words or phrases</li> <li>consistent use of inappropriate register</li> </ul>	<ul style="list-style-type: none"> <li>incorrect use of words</li> <li>inappropriate use of chunks and phrases</li> <li>no use of connecting words or phrases</li> <li>consistent use of inappropriate register</li> </ul>
10	10	6	3	0
<i>LANGUAGE USE</i>	<ul style="list-style-type: none"> <li>correct use of basic tenses and/or language structures</li> <li>correct use of advanced language structures</li> <li>correct word order</li> <li>correct use of parts of speech, pronouns and prepositions</li> </ul>	<ul style="list-style-type: none"> <li>correct use of basic tenses and/or language structures</li> <li>incorrect or no use of advanced language structures</li> <li>occasional instances of incorrect word order</li> <li>occasional incorrect use of parts of speech, pronouns and prepositions</li> </ul>	<ul style="list-style-type: none"> <li>minimally correct use of basic tenses and/or language structures</li> <li>incorrect or no use of advanced language structures</li> <li>minimally correct word order</li> <li>minimally correct use of parts of speech, pronouns and prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Incorrect use of basic tenses and/or language structures</li> <li>incorrect or no use of advanced language structures</li> <li>incorrect word order</li> <li>incorrect use of parts of speech, pronouns and prepositions</li> </ul>
16	16	10	5	0



MECHANICS	correct use of:	partially correct use of:	minimally correct use of:	Incorrect use of:
	<ul style="list-style-type: none"> <li>spelling</li> <li>punctuation</li> <li>capitalization</li> <li>paragraphing</li> </ul> no run-on sentences	<ul style="list-style-type: none"> <li>spelling</li> <li>punctuation</li> <li>capitalization</li> <li>paragraphing</li> </ul> some run-on sentences	<ul style="list-style-type: none"> <li>spelling</li> <li>punctuation</li> <li>capitalization</li> <li>paragraphing</li> </ul> frequent run-on sentences	<ul style="list-style-type: none"> <li>spelling</li> <li>punctuation</li> <li>capitalization</li> <li>paragraphing</li> </ul> consistent use of run-on sentences
6	6	4	2	0

**General Comments:**

- Markers can give in-between grades e.g., 7 pts.
- In cases when the topic of the reading passage (unseen) and writing task are similar and student copies from the text:
  - If the writing task has been copied in its entirety from the reading passage – zero for the entire task.
  - If substantial parts have been copied from the reading passage, in the word count, count only the parts written in the student’s own language. Count the words not copied from the text and deduct according to the table of deduction for length. However, the use of individual vocabulary items from the unseen passage is acceptable.
- An entire composition will receive a zero when any of these criteria occur:
  - there are fewer than 50 words
  - the piece is totally unrelated to the topic
  - the content cannot be understood at all
  - the composition has been copied from the Internet (In this case a *chashad* (חשד) will be reported with the address of the Internet site.)
- Do not include the following words when doing the word-count:
  - letter elements (e.g., date, Dear X, Yours/Love and kisses, signature).
  - when the student copies the instruction sentence word for word. (When the student incorporates the instruction sentence correctly by changing pronouns and making other adjustments, it is acceptable and should be counted as part of the task.)
  - substantial parts are copied word for word from the reading passage.
  - a title (Note that students are not required to write a title.)
- When making deductions for length, first evaluate the task on merit as if it were the right length. Then, make the deduction, starting with the Content criterion and if necessary, continuing to the additional criteria.
- Deduction for length for Module G Internal (task required: 120 -140 words).

# of words	<b>110-119</b>	<b>100-109</b>	<b>90-99</b>	<b>80-89</b>	<b>70-79</b>	<b>60-69</b>	<b>59-50</b>	<b>Fewer than 50</b>
# points off	2	4	8	12	16	18	20	40



## PROJECT WORK – GUIDELINES

In Module E or G 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 II (REVISED CURRICULUM 2020)

Can write clear, detailed texts on a variety of subjects and/or topics of interest, synthesizing and evaluating information and arguments from a number of sources and using level-appropriate language (vocabulary and grammar).

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

Can convey with reasonable reliability detailed information and arguments contained in complex but well-structured texts within his/her areas of interest .

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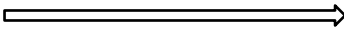
### Project Guidelines

- Pupils must complete their projects before taking the oral exam.
- Projects are worth 20% - 30% for one of the modules for 5 points. This provides students with an opportunity to earn a better annual school grade (tsiyun shnati) in Module E or G.
- Tasks should be clear, demands reasonable and assessment transparent.
- 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 English Inspectorate site.



**SUGGESTED RUBRIC FOR ASSESSING THE 5-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>  Appropriate use of word order and language structures.  Appropriate use of vocabulary  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.



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

Spoken Interaction

Spoken Production

Listening Comprehension

### SPOKEN INTERACTION AND PRODUCTION

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

Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with successful language users quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments .

Can give clear, detailed descriptions / presentations on a wide range of subjects of his/her interest, expanding and supporting ideas with relevant subsidiary points/examples using level-appropriate language (vocabulary and grammar)

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

TABLE OF SPECIFICATIONS:

Part A -  
Spoken  
Production -  
Personal  
Response

- 25 points
- 2 - 3 minutes for listening, viewing questions and answering
- Students are presented with a choice of two topics. They are asked **to choose one** and respond to a set of thematically related questions in detail, in order to talk about the topic presented in a single recording.





## 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 – 5 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*

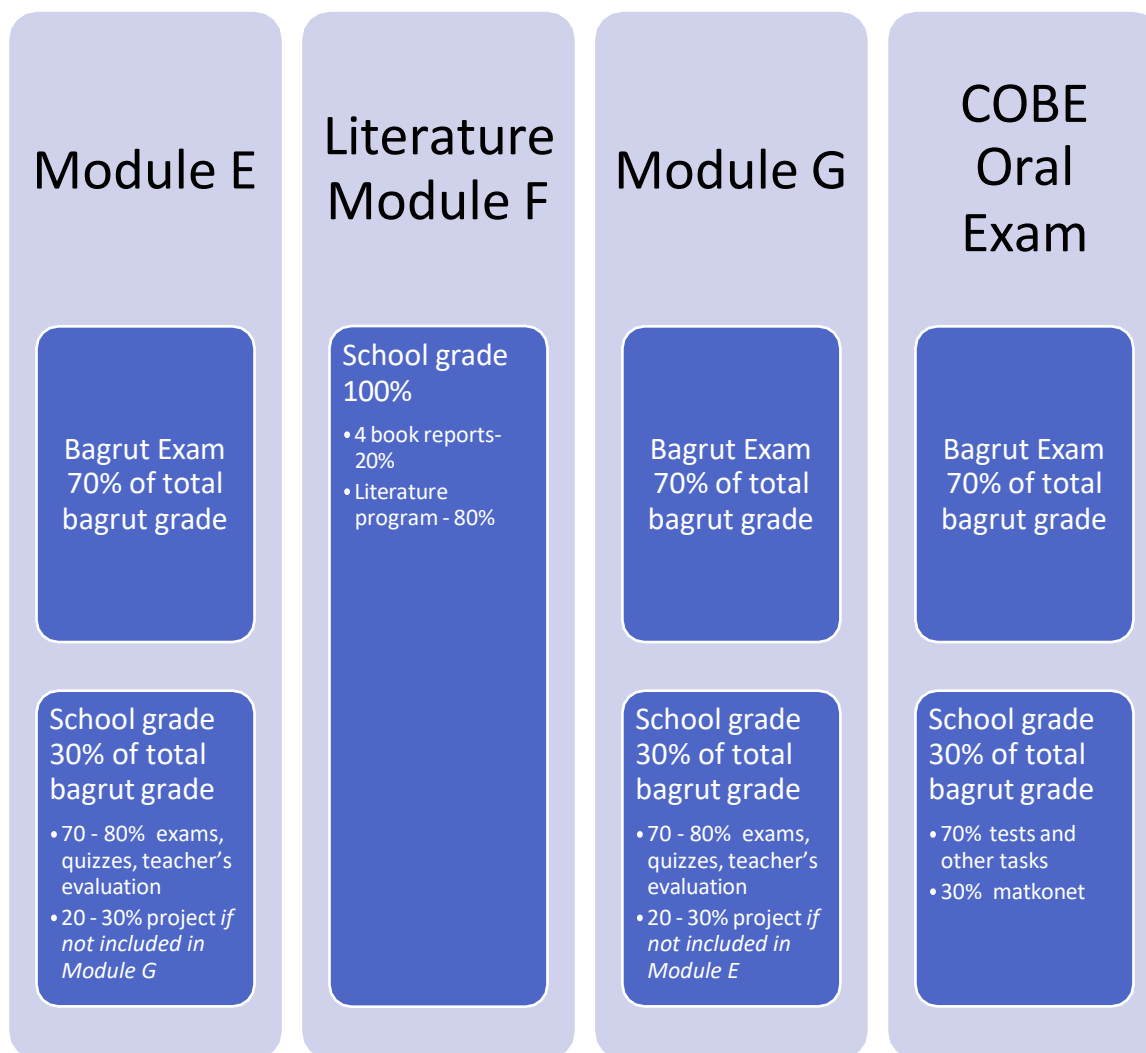
### POSSIBLE THEMES AND QUESTIONS:

- 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>016583</b> <b>Internal Literature</b> <b>Module F</b>	The final grade for Module F is reported by the teacher on the Marvad app.	The final date to hand in the Literature grades for Module F will be announced each year.

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



## RESOURCES FOR TEACHING 5 POINTERS:

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



## 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 E - 016481, Module F – 016583, Module G– 016582 and the COBE exam – 016587 make up the 5-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 G- 016582, 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.