Booklet for counselors and teachers

The Building Blocks intervention program

7th-8th grade Evaluation Test in English

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The aim of this booklet is to:

- accompany and explain the evaluation
- present a broad and clear rationale
- present an analysis and a guideline for the grading of each test item
- offer examples for marking the task of written expression

This evaluation test is based on the Michal evaluation test in English that was developed in 2007 through a joint project of the ORT English Division and the ORT Center for Learning Skills. Prof. Shaul Fox of the psychology department of Bar Ilan University served as the lead consultant. It was developed by Dr. Tziona Levi, then Head of English studies in the ORT Network and Aharona Gvaryahu, an expert in the field of teaching English to learners with learning disabilities and other challenges. This skill based test is designed to be administered to students in Junior High School in order evaluate individual, class and grade wide, English language knowledge and skills in the areas of access to information from spoken texts, identification of prerequisite skills for literacy, access to information from written texts and expressive writing skills. In the Building Blocks program, the evaluation test results are designated to be used for teacher guidance and to design programs for grades, classes and individual students. For example, if a group of students is found to have serious difficulties in identifying rhyming words, the teaching directive is to work with those students on orthographic and word families.

This test is based on four sources for the assessment of basic language skills:

1. The conceptual frame of the evaluation for Hebrew literacy.
2. Basic research in learning disabilities.
3. *The National English Curriculum* and
4. The *Prerequisite Knowledge, skills and Strategies for Achieving the Benchmarks at the Foundation Level* (2005) now updated to the Pre-Foundation Document aligned with the CEFR can-do descriptors and the ABLE kit (2019).

In addition, the test examines the basic underlying skills, the prerequisites that support language learning: 1. The prerequisite knowledge 2. The skills and 3. Strategies needed to reach the coverage of the targeted language activity (domain in the former curriculum).

We also have drawn on the combined experience and wisdom of teachers who are involved in teaching English in Israel. The evaluation test was reviewed by experts in the field of EFL, TESOL and psychometrics for content and construct validity. Their feedback was incorporated in the final version of the evaluation test and presented here.

This test was designed to evaluate all areas that predict academic success in learning English as a foreign language. The purpose of the test is to help identify students' strengths and challenges in EFL efficiently. These results, in turn, can help identify students at risk for failure in acquiring English language skills at the expected level. This test also serves as a screen to identify those students who may have learning differences or suggest another reason for the lack of academic success in English. In addition, the screening process pinpoints specific areas of difficulty of specific students, classes or grades which can support the construction of an intervention program to help these learners:

Listening comprehension

- Basic listening comprehension
- More advanced listening comprehension

Basic literacy skills
- Visual discrimination
- Word level reading and basic vocabulary knowledge
- Orthographic patterns-rhyming words

Reading comprehension
- Sentence level-vocabulary completions
- Reading in context-language completions
- Comprehension of a narrative
- Comprehension of an expository text.

Writing skills

- Legibility, spacing, capital letters and punctuation at the sentence level
- Syntax, spelling, vocabulary and grammar at the sentence level
- Language use at the paragraph level
- Content, organization and vocabulary at the paragraph level

In addition, the test concludes with a self-evaluation checklist of student self-awareness to English language learning and knowledge..

The evaluation test is tailor-made for Junior-High EFL teachers and students in Israel. Its results are documented on the attached excel file so that teachers can immediately identify strengths and challenges in students' English language skills. Each student is viewed as an individual while at the same time, as part of a class and a grade.

These are the listening tracks:

http://meyda.education.gov.il/files/katalog_hinuchi/oryanot_digitalit/shema1english.mp3
http://meyda.education.gov.il/files/katalog_hinuchi/oryanot_digitalit/shema2english.mp3

These are the evaluation test items included:

	Evaluation test item	% of item	What the item evaluates	% of section
Listening comprehension	1. Listening comprehension 1- הבנת הנשמע	5%	Listening comprehension	15%
	2. Listening comprehension 2- הבנת הנשמע	10%		
Basic reading skills	3. Finding the identical word-מילים זהות	5%	Visual discrimination	26%
	4. Matching word to picture-1 מטלה	5%	Reading at the word level	
	5. Rhyming words	16%	Orthography patterns	
Language skills and reading Comprehension	6. Completion of sentences-2 מטלה	8%	Reading at the sentence level-vocabulary completions	29%
	7. Completion of paragraph-3 מטלה	6%	Reading in context-language completions	
	8. Story and questions-1 מטלה	8%	Comprehension of a narrative	
	9. Expository text and questions-3 מטלה	7%	Comprehension of an expository text.	

Writing skills (See rubrics below)	10. Writing sentences with the help of a picture and a word bank-2 מטלה	10%	Legibility, spacing, capital letters and punctuation at the sentence level + syntax, spelling, vocabulary and grammar	30%
	11. Writing a paragraph- 4 מטלה	20%	Language use and organization at the paragraph level + content and vocabulary	
English language self-awareness skills	12. Checklist	___	Student's background information: personal details, language spoken at home, attitudes towards leaning English	___

The majority of the evaluation test items are closed, i.e easy to score. The skills of written presentation and two open-ended questions must be evaluated using rubrics and models that have been pre-assessed to serve as guidelines.

Evaluation Test Answer Key:

פרק א'- הבנת הנשמע 1	**פרק א'- הבנת הנשמע 2**	**פרק ב'- מילים זהות**	**פרק ב'- מילים בתמונות-**	**פרק ג'- מילים בחרוזים**	**פרק ג'- Funpark**	**פרק ד'- מטלה 1**	**פרק ד'- מטלה 2**
1-נכון 2-לא נכון 3-לא נכון 4-נכון 5-נכון	1 נכון 2- לא נכון 3- לא נכון 4-נכון 5-לא נכון 6-נכון 7-לא נכון 8-נכון 9-נכון 10- לא נכון	1- 2 2- 5 3- 4 4- 5 5- 2	1-2 2-3 3-1 4-4 5-2 **פרק ג מילים במשפטים** 1- 1 2- 1 3- 3 4- 2 5- 3 6- 2 7- 4 8- 4	1- 1 2- 3 3- 3 4- 1 5- 4 6- 2 7- 3 8- 2	1-am 2-play 3-have 4-like 5-likes 6-are	1-4 2-1 3-4 4-3 5-2 6-2 7- dog /כלב/ 8-barking/ doesn't like the barking	1-2 2-3 3-1 4-1 5-4 6-3 7-2

State of Israel
Ministry of Education
The Pedagogical Secretariat
Languages Department
Inspectorate for English Language Education

The Writing Section

Rubrics for Assessing Written Presentation Sentence Level
פרק ד מטלה 3

5 sentences: 10 points total

Each sentence will be graded separately - each sentence is worth 2 points.

1 for content +vocabulary

0.5 for language

0.5 for mechanics- spelling and handwriting

- Establish overall impression prior to sentence analysis. Then, assess each sentence separately.
- As writing compound sentences should be encouraged, a complex sentence may have one or two errors more than in a simple sentence. In addition, there should be a proportion between the length of a sentence and the amount of errors.
- Consistent errors-don't take off points twice for the same error.
- One point off if inconsistent errors exist in the same word.

Rubrics for Assessing Written Presentation –4 פרק ד' מטלה-

Paragraph Level

- **Before beginning of grading process, read full paragraph to get the flow and main idea of what pupil wrote.**

Comments for assessing sentences with word bank:

- Establish overall impression prior to sentence analysis. Then, assess each sentence separately.
- As writing compound sentences should be encouraged, a complex sentence may have one or two errors of any kind (grammar, spelling, punctuation, etc.) more than in a simple sentence.
- In addition, there should be a proportion between the length of a sentence and the amount of errors.

- Consistent errors-don't take off points twice for the same error. One point off if inconsistent errors exist in the same word.
- Keep in mind that you are reading the work of students at the beginning of the 7th grade, and/or struggling English learners.

▪ Criteria	**D e s c r i p t o r s**						
Content and Organization תוכן וארגון	▪ Main message comes across clearly ▪ Text is well organized using connectors to create flow. ▪ information is relevant to the topic ▪ A 40 word paragraph is presented. (approximately 6 lines)		▪ Content is understood. ▪ Text is well organized. ▪ A 25 word paragraph is presented. (approximately 5 lines)		▪ Content is sometimes ▪ difficult to follow. ▪ text is poorly organized ▪ Less than 15 words. (2-3 lines)	▪ Impossible to comprehend content ▪ 5 words or less.	no text
	8		**6**		**4**	**2**	**0**
Use of vocabulary	▪ Use of varied vocabulary. ▪ Correct use of vocabulary		▪ Limited variation of vocabulary. ▪ Correct use of vocabulary.		▪ Irrelevant use of vocabulary with a few appropriate words	▪ Incomprehensible use of vocabulary	No text
	4		3		2	1	**0**
מבע ותקינות Language Use	▪ Mostly correct Subject-Verb structure. ▪ Mostly correct use of grammatical structures. ▪ very few errors of word order, pronouns and prepositions ▪ There is overall internal cohesiveness.		▪ Some mistakes in Subject-Verb structure (2 mistakes) ▪ Some errors in using language structures ▪ Some errors of word order, pronouns, prepositions		▪ Many mistakes in Subject-Verb structure. ▪ consistent incorrect use of language structures: word order, pronouns, prepositions	▪ No Subject-Verb structure. ▪ Complete disorder of components within sentences.	no text
	5		**4**		**2**	**1**	**0**
מוסכמות הכתיבה Mechanics	▪ Mostly correct spelling and punctuation. No reversals of letters. ▪ Few problems in spacing, or capitalization.		• Some errors in spelling, punctuation, capitalization or reversals.		▪ Many errors of spelling, punctuation or capitalization.	▪ Impossible to comprehend	no text
	3		**2**		**1**	**0**	**0**

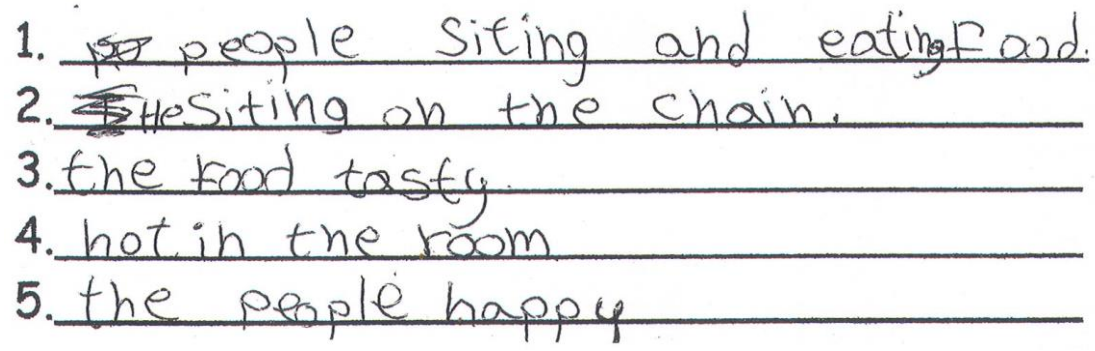
- If consistent errors appear-don't take off points twice for the same error.
- **One point off if inconsistent errors exist in the same word.**

- **It should be noted that vocabulary is included in content and organization.**

These are sample writings and how they were assessed according to <u>different rubrics</u>. Please follow our numbers.

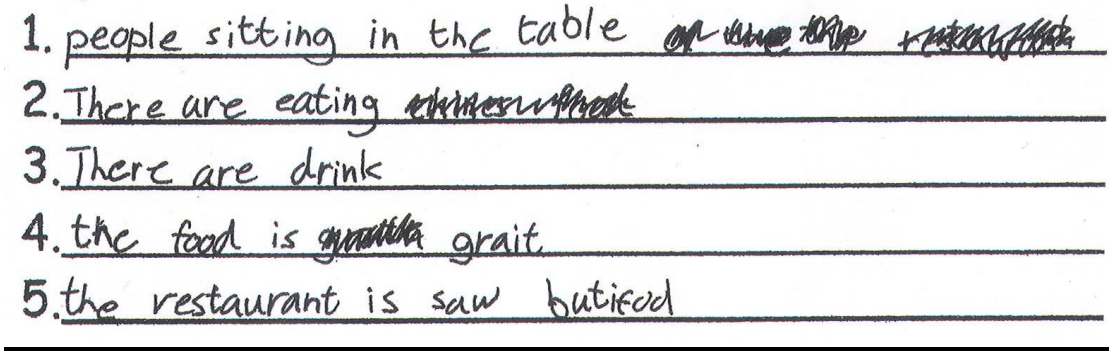
Description of picture-sentences:

<u>1</u>



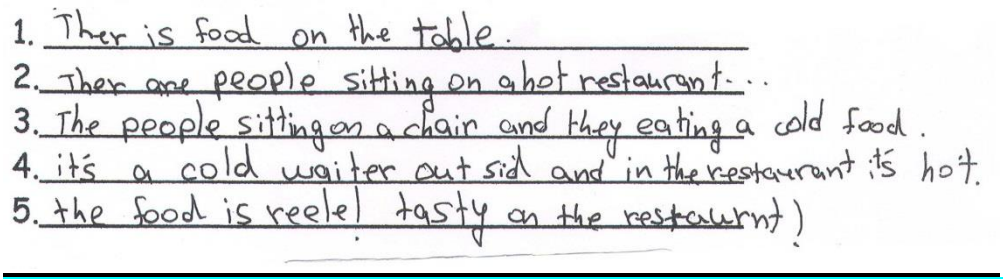
5-Content + vocabulary. 2- Language use. 2- Handwriting, mechanics and length.

<u>2</u>



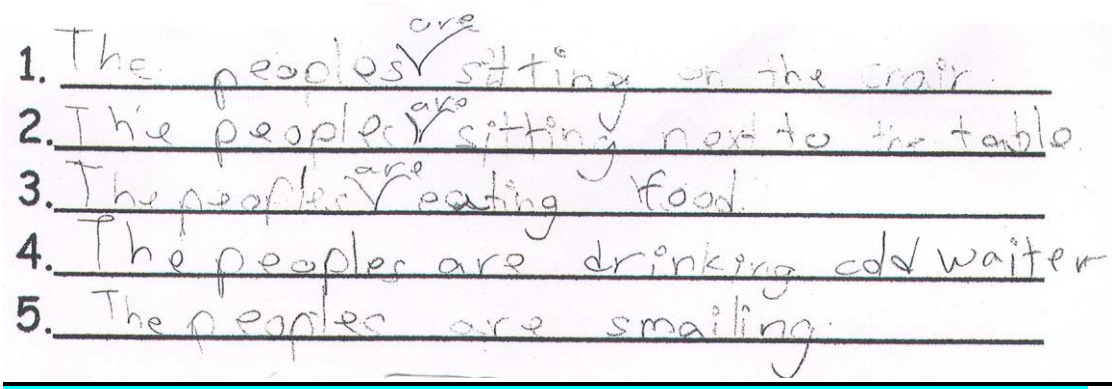
5-Content + vocabulary 2- Language use. 2- Handwriting, mechanics and length. When both pieces of writing are compared, it can be seen that although they received the same total score, still the two pieces are different.

<u>3</u>


1. Ther is food on the table.
2. Ther are people sitting on a hot restaurant...
3. The people sitting on a chair and they eating a cold food.
4. it's a cold waiter out sid and in the restaurant it's hot.
5. the food is reele! tasty on the restaurnt)

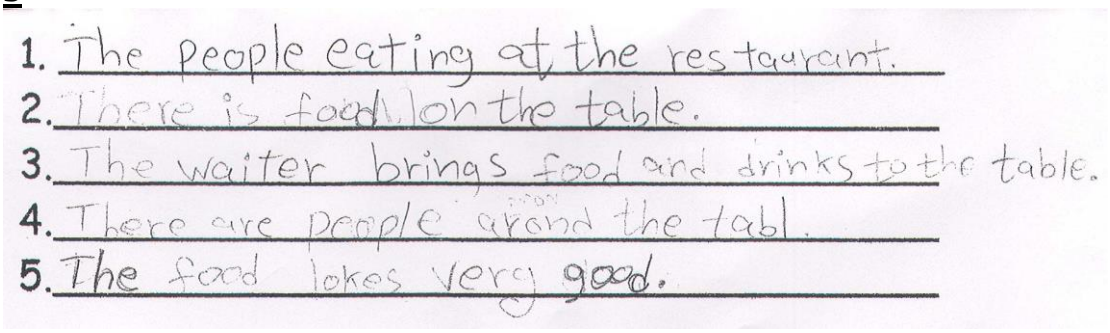
5-Content + vocabulary 2- Language use. 2- Handwriting, mechanics and length. *A recommendation for a follow up evaluation is proposed in this case based on the number of spelling, and language errors.* In addition it is highly recommended to evaluate the written paragraph and compare results regarding – spelling, language, vocabulary use .

4


1. The peoples are sitting on the chair.
2. The people are sitting next to the table.
3. The people are eating food.
4. The peoples are drinking cold waiter
5. The peoples are smailing.

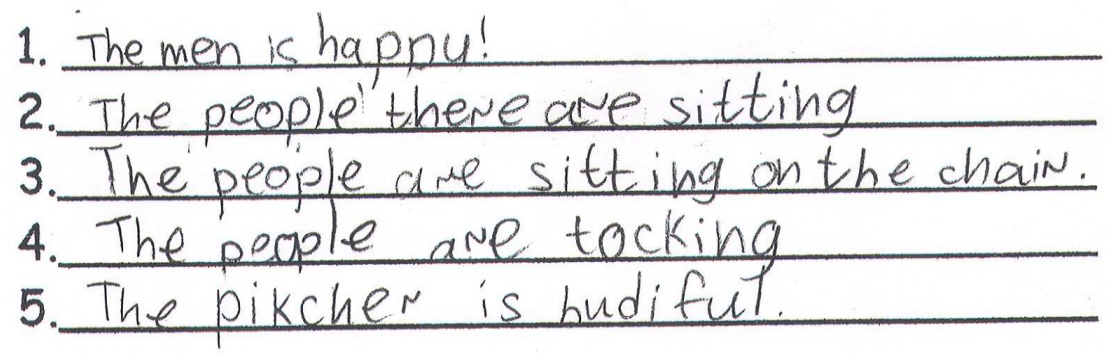
5-Content + vocabulary 2- Language use. 2- Handwriting, mechanics and length. No reduction of points for repetitive errors.

5


1. The people eating at the restaurant.
2. There is food on the table.
3. The waiter brings food and drinks to the table.
4. There are people around the tabl.
5. The food lokes very good.

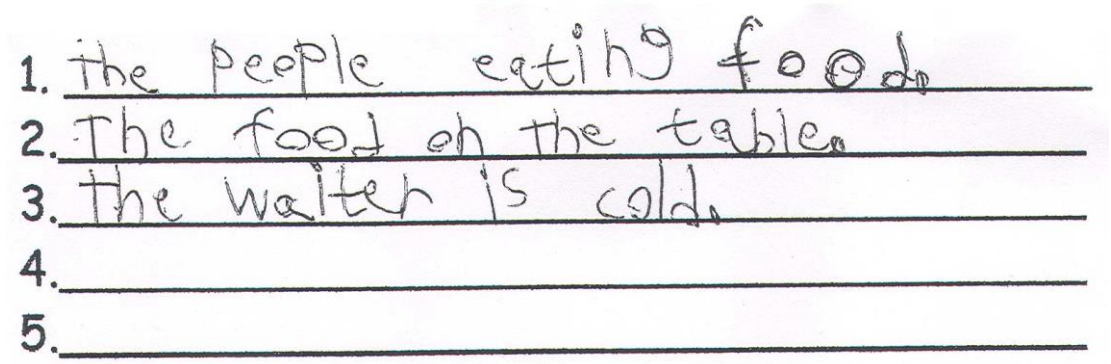
5-Content + vocabulary 2- Language use. 2- Handwriting, mechanics and length. Spelling is problematic even when copied words from word bank.

6

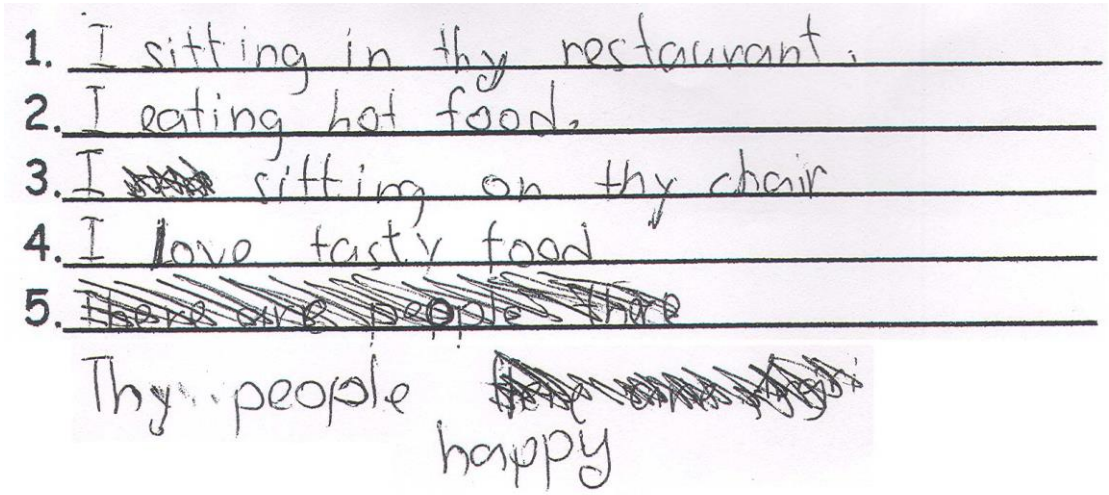


5-Content + vocabulary 1- Language use. 2- Handwriting, mechanics and length. . *A recommendation for a follow up evaluation is proposed in this case based on the number of spelling, and language errors.* In addition it is highly recommended to evaluate the written paragraph and compare results regarding – spelling, language, vocabulary use .

7.



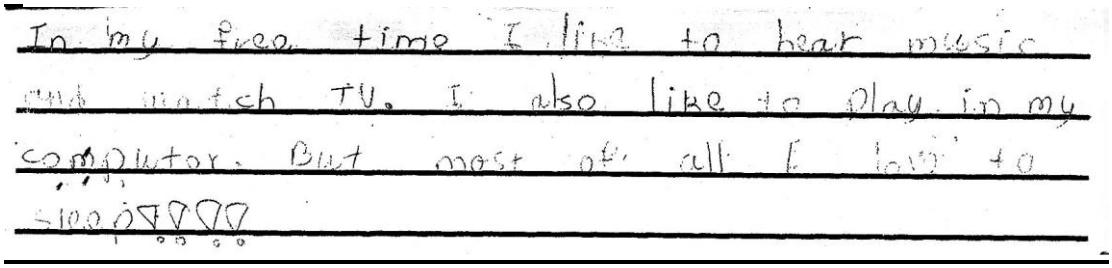
3-Content + vocabulary 1- Language use. 1- Handwriting, mechanics and length.



4-Content + vocabulary 1- Language use. 2- Handwriting, mechanics and length.

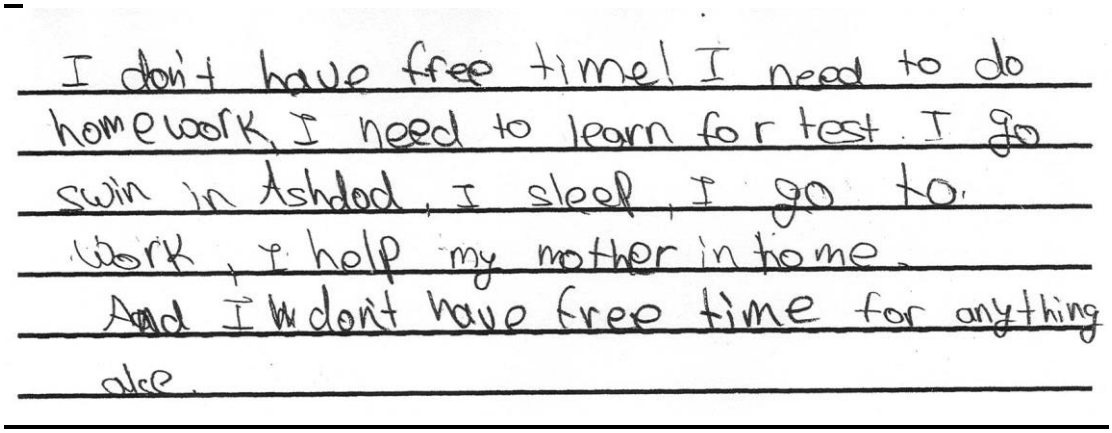
Writing a short letter-Paragraph

1



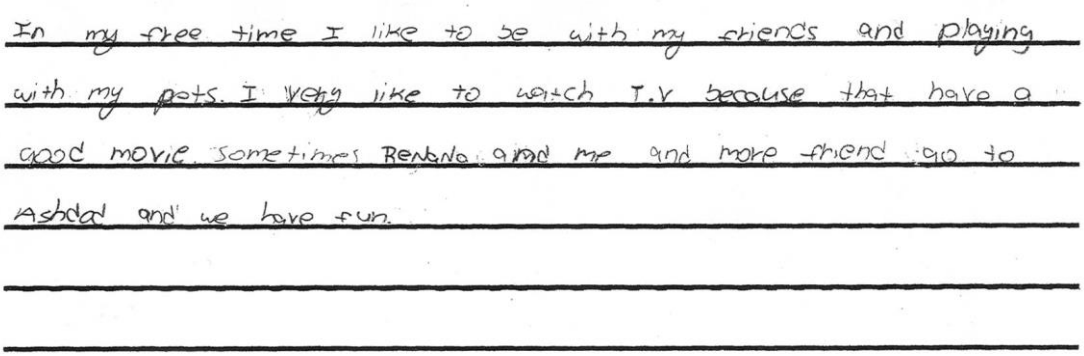
6-Content and organization. 3-vocabulary 3- Length. 5- Language use

2



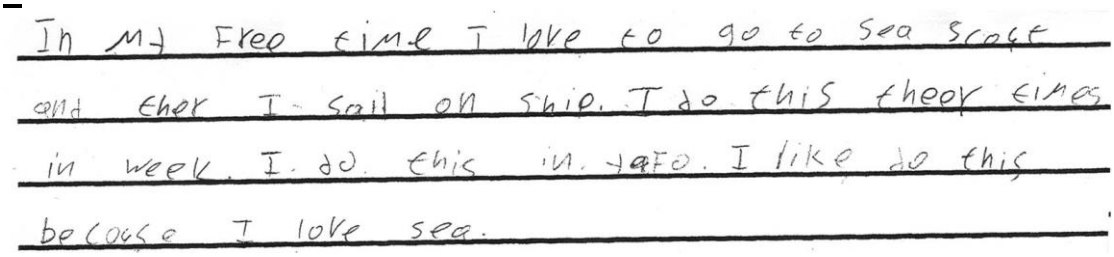
6-Content and organization. 4-vocabulary 2-Length. 4- Language use. The student wrote a list. It lacks cohesiveness.

3.



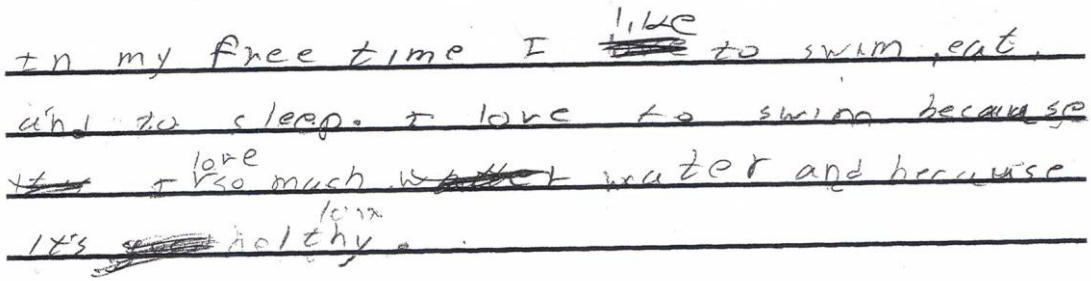
6-Content and organization.4- vocabulary. 3-Length. 3- Language use.

4


In my Free time I love to go to Sea Scout and ther I sail on ship. I do this theor times in week. I do this in yafo. I like do this because I love sea.

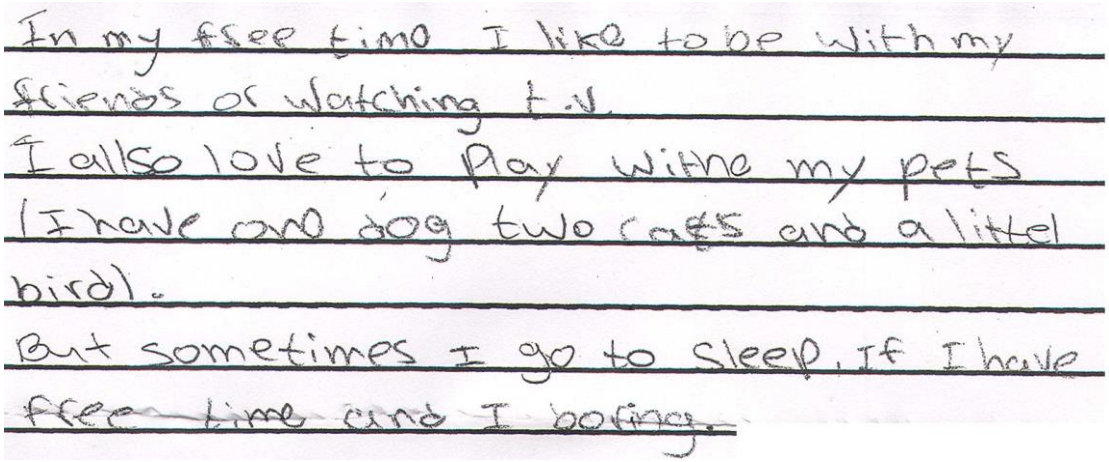
6-Content and organization. 4-vocabulary 4-Length. 3- Language use. It is clear this student has what to say but needs instruction in how to use correct language.

5


In my free time I ~~like~~ love to swim, eat, and to sleep. I love to swim because ~~it's~~ I love so much water and because it's ~~healthy~~ fun.

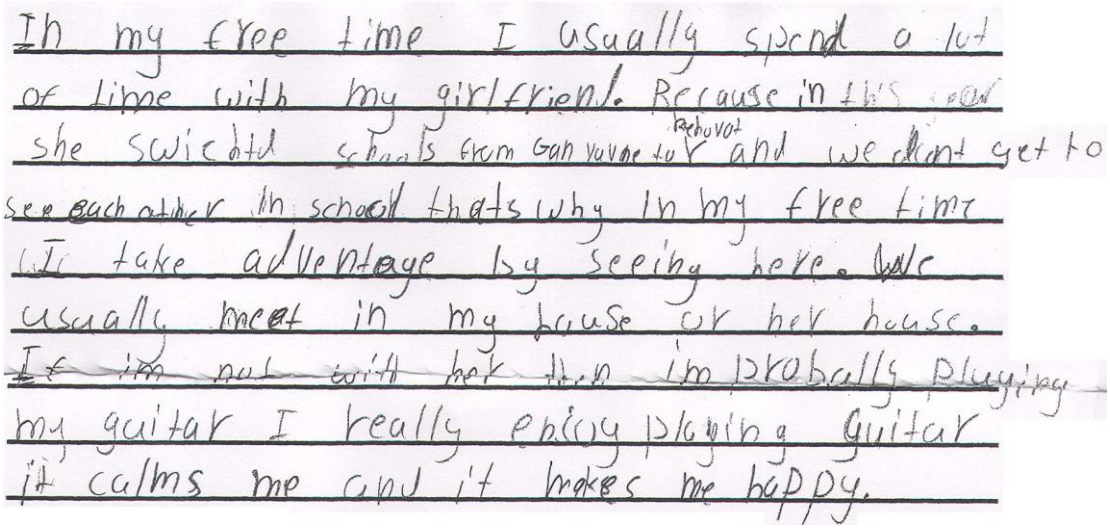
6-Content and organization. 4- vocabulary 4-Length. 4- Language use.

6


In my free time I like to be with my friends or watching t.v.
I allso love to play withe my pets I have and dog two cats and a littel bird.
But sometimes I go to sleep. If I have free time and I boring.

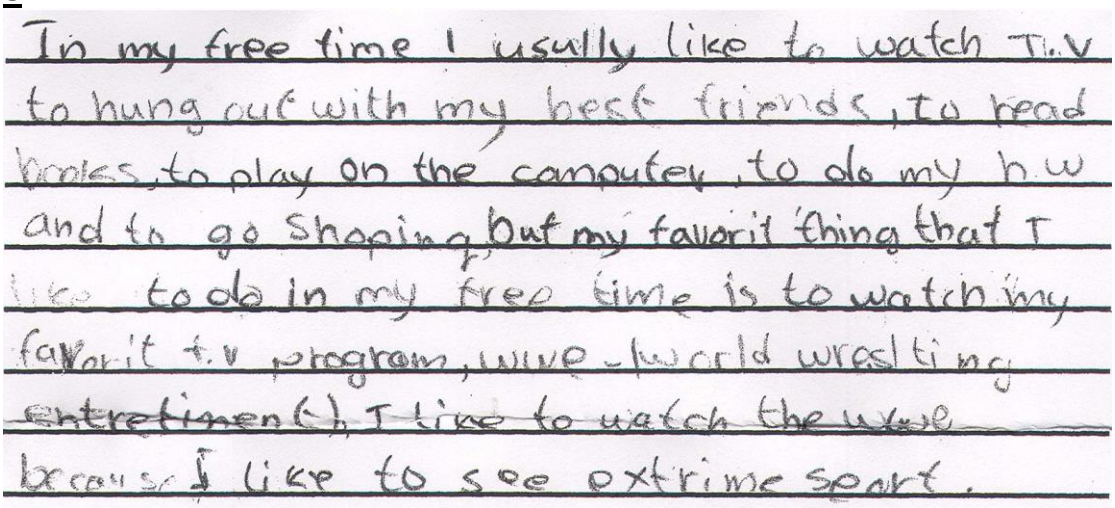
8-Content and organization.4- vocabulary 4-Length. 3- Language use.

7



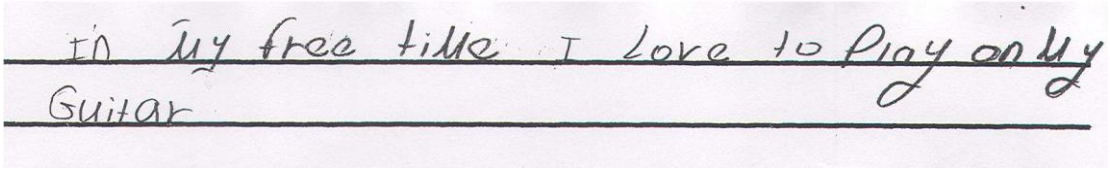
8-Content and organization. 4-vocabulary 5-Length.5- Language use

8



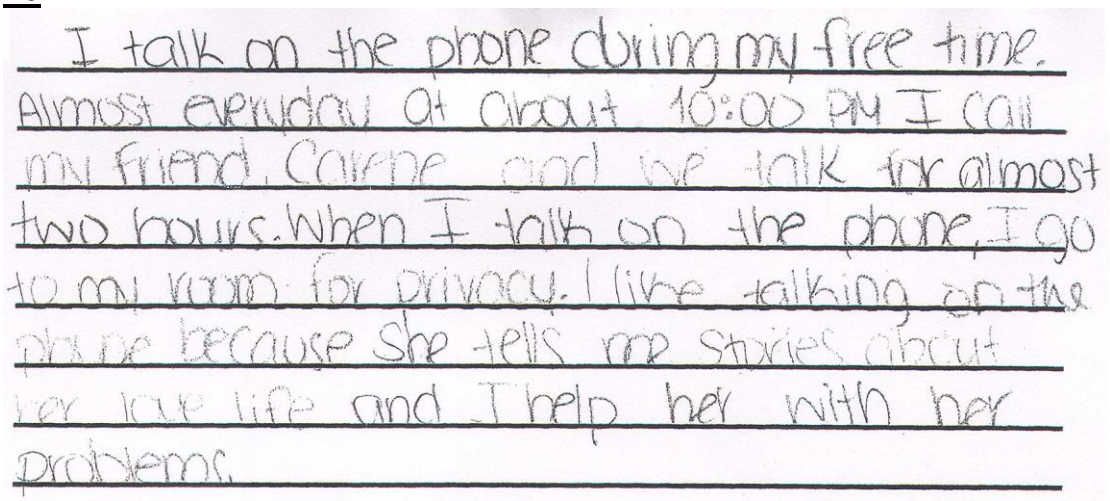
8-Content and organization. 4-vocabulary 4-Length. 5- Language use.- note the spelling errors and the lack of punctuation. This student will need direct instruction regarding these issues. If after the intervention, this continues it will be necessary to refer to additional evaluation if there is no improvement during the year.

9



3-Content and organization. 2-vocabulary 1-Length. 2 Language use.

10


I talk on the phone during my free time. Almost everyday at about 10:00 PM I call my friend, Carene and we talk for almost two hours. When I talk on the phone, I go to my room for privacy. I like talking on the phone because she tells me stories about her love life and I help her with her problems.

8-Content and organization. 4-vocabulary 3-Length. 5- Language use.

General comments:

Many of the written products reflect spelling errors, lack of punctuation and grammatical errors. This is to be expected in 7th grade writing to a certain extent. It is important for the teachers include direct instruction of spelling, punctuation rules and learning correct language use throughout the junior-high school years and beyond.