

# SCORING INSTRUCTIONS FOR ENGLISH TEST - Grade 5

## Meitsav 2003

### General Instructions

- For all questions: if student has not marked an answer, put “M” on answer sheet.
- For all multiple-choice questions: put student’s answer on answer sheet (whether or not it is the key).
- For all open-ended questions: give appropriate score based on the scoring instructions below.

### VERSION A

Q	TASK/ SUB NO.	KEY	SCORING RANGE
<b>TASK 1 Access to Information from Spoken Texts</b>			
1	1	MC	
2	2	MC	
3	3	MC	
4	4	MC	
5	5	MC	
<b>TASK 2 Access to Information from Spoken Texts</b>			
6	1	MC	
7	2	MC	
8	3	MC	
9	4	MC	
10	5	MC	
<b>TASK 3 Access to Information from Spoken Texts</b>			
11	1	MC	
12	2	MC	

Q	TASK/ SUB NO.	KEY	SCORING RANGE
13	3	MC	
14	4	MC	
15	5	MC	
<b>TASK 4 Access to Information from Written Texts</b>			
16	1	MC	
17	2	MC	
18	3	MC	
19	4	MC	
20	5	MC	
<b>TASK 5 Access to Information from Written Texts</b>			
21	1	<p><b>3421</b> (3 points)</p> <p><input type="checkbox"/>4<input type="checkbox"/>1 (2 points if 4 in 2nd place and 1 in 4th place)</p> <p><input type="checkbox"/>4<input type="checkbox"/><input type="checkbox"/> (1 point if 4 in 2nd place)</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>1 (1 point if 1 in first place)</p>	0-3
<b>TASK 6 Access to Information from Written Texts</b>			
22	1	MC	
23	2	MC	
24	3	MC	
25	4	MC	
26	5	MC	

Q	TASK/ SUB NO.	KEY	SCORING RANGE
<b>TASK 7 Access to Information from Written Texts</b>			
<b>NOTE: For this task, DO NOT TAKE OFF POINTS FOR SPELLING OR GRAMMAR; grade on content only.</b>			
27	1	MC	
28	2	<b>September 6 <u>or</u> 6 September</b>	0-1
29	3	MC	
30	4	<b>A pencil <u>or</u> 1 pencil <u>or</u> one pencil <u>or</u> pencils</b>	0-1
31	5	MC	
<b>TASK 8 Access to Information from Written Texts</b>			
32	1	<b>Jeff</b> – 1 point Jeff and Peg – 0 points Peg - no points	0-1
33	2	<b>Peg</b> – 1 point Jeff and Peg – 0 points Jeff – no points	0-1
34	3	<b>Jeff, Peg</b> – 2 points <b>Jeff</b> – 1 point <b>Peg</b> – 1 point	0-2
35	4	<b>Jeff</b> – 1 point Jeff and Peg – 0 points Peg – no points	0-1

TASK 9 Written Presentation			
36	1	<p><b>Peg or Jeff</b></p> <p>Do <u>not</u> take off points for spelling mistakes.</p>	0-1
37	2	<p><b>Name of pupil</b> (first name or first and last name)</p> <p>Name/s <u>must</u> have capital letters.</p>	0-1
38	3	<p><b>Any number that could be age of pupil</b></p> <p>Examples: ten, 10, eleven, 11</p> <p>Do <u>not</u> take off points for spelling mistakes.</p>	0-1
39	4	<p><b>Any town, city, kibbutz, moshav, street</b></p> <p>Examples: in Haifa, in Israel.</p> <p><u>Must</u> have appropriate preposition.</p> <p>Do <u>not</u> take off points for spelling mistakes.</p>	0-1
40	5	<p><b>Any object, siblings, pets</b></p> <p>Answer <u>must</u> have correct qualifier (a/an/the), if applicable.</p> <p>Examples: 2 sisters, a dog, a computer – 2 points</p> <p>If answer is missing qualifier – 1 point</p> <p>Examples: baby sister, cat, computer.</p> <p>Do <u>not</u> take off points for spelling mistakes.</p>	0-2

41	6	<p><b>Anything that someone might want to learn, to do, to receive.</b></p> <p>Examples: to learn to play the guitar, to visit another country, a guitar, a dog</p> <p>Two points for a complete sentence.</p> <p>One point for a sentence with a grammatical error.</p> <p>Do <u>not</u> take off points for spelling mistakes.</p>	0-2
42	7	<p><b>Any likes.</b></p> <p>Examples: playing football, to play the piano, chocolate, dogs</p> <p>Two points for a complete sentence.</p> <p>One point for a sentence with a grammatical error.</p> <p>Do <u>not</u> take off points for spelling mistakes.</p>	0-2
43	8	<p><b>Any dislikes.</b></p> <p>Examples: to go to school, going to the dentist, homework</p> <p>Two points for a complete sentence.</p> <p>One point for a sentence with a grammatical error.</p> <p>Do <u>not</u> take off points for spelling mistakes.</p>	0-2
44	9	<p><b>Name of pupil as written in question 2</b></p> <p>Other name – 0 points</p>	0-1

<b>TASK 10 Written Presentation</b>	
<p><b>Evaluate each sentence according to the writing scale below.</b>  <b>The intermediate levels (2, 4) are for sentences that fall between the detailed descriptions.</b>  <b>If pupils wrote more than three sentences, evaluate the best three.</b></p>	
Fulfills task: <ul style="list-style-type: none"> <li>• Complete sentence</li> <li>• Correct use of grammar and spelling or minor errors</li> <li>• Correct use of vocabulary</li> <li>• Gives relevant/accurate description of picture</li> </ul>	<b>5</b>
	<b>4</b>
Partially fulfills task: <ul style="list-style-type: none"> <li>• Incomplete sentence</li> <li>• Some grammar and/or spelling mistakes that do not interfere with comprehensibility</li> <li>• Some problems in use of vocabulary</li> <li>• Gives generally relevant/accurate description of picture</li> </ul>	<b>3</b>
	<b>2</b>
Minimally fulfills task: <ul style="list-style-type: none"> <li>• Sentence is not complete</li> <li>• Vocabulary inadequate</li> <li>• Gives irrelevant or inaccurate description of picture</li> <li>• Major problems in sentence structure</li> <li>• Major grammar and/or spelling mistakes</li> </ul>	<b>1</b>

Q	TASK/ SUB	KEY	SCORING RANGE
45	1	<u>Examples of 5-point sentences:</u> <ul style="list-style-type: none"> <li>• The man is sitting.</li> <li>• The dog is standing next to the tree.</li> <li>• There are two birds.</li> <li>• There is a man standing behind the man.</li> <li>• The woman is looking at the flowers.</li> </ul>	1-5
46	2		1-5
47	3		1-5