

## SCORING KEY FOR THE ENGLISH TEST – 5th Grade

Meitzav, 2016

## Listening Comprehension Transcript: Task 1

**קריין:** שלום תלמידים. המבחן באנגלית מתחיל בשתי משימות בהבנת הנשמע.

משימה מספר אחת.

המורה משחק משחק עם התלמידים בפיתה. הוא נותן להם הוראות והם מבצעים אותן.

התבוננו בתמונות שפגעמוד הבא.

הקשיבו להוראות המורה.

התאימו לכל הוראה של המורה תמונה שבה רואים את התלמידים

מבצעים את ההוראה.

כתבו את המספר של כל הוראה במשבצת שמתחת לתמונה המתאימה.

הקשיבו לדוגמה.

Example: Jump up and down.

**קריין:** התמונה המתאימה להוראה ששמעתם היא תמונה a.

עכשיו הקשיבו להוראות המורה והתאימו אותן לתמונות שפגעמוד הבא.

אתם תשמעו את ההוראות פעמיים.

שימו לב: יש יותר תמונות מן הנדרש.

Number one: Clap your hands.

**קריין:** מצאו את התמונה המתאימה, וכתבו את המספר אחת במשבצת שמתחתיה.

Number two: Put your hands on your head.

Number three: Stand on one foot.

Number four: Put your hands up.

Number five: Touch your nose with your finger.

**קריין:** עכשיו תשמעו את ההוראות פעם נוספת. זו הזדמנות טובה לבדוק את

התשובות שלכם.

עברו למשימה מספר שתיים.



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## Listening Comprehension Transcript: Task 2

קריין: משימה מספר שתיים.

אתם עומדים לשמוע שיחה בין חיים ובין המורה שלו.  
לפני שתשמעו את השיחה, קראו את שאלות שתיים עד שש.  
הקשיבו לשיחה. אתם תשמעו את השיחה פעמיים.

**Teacher:** Good morning, pupils. It is good to see you again. Today, we will talk about what you did on your Chanukah vacation. Who wants to tell the class about something special that he did over Chanukah? Yes Chaim, please.

**Chaim:** I want to talk about my visit to the safari with my family.

**Teacher:** Oh, that's nice.

**Chaim:** My family and I arrived at the safari in the morning. In the beginning we walked around and looked at some of the small animals. We saw rabbits eating fruit and monkeys climbing on trees.

After that, we got into our car and went to see animals in a different area. We saw giraffes eating leaves from the trees and kangaroos jumping around on the grass.

**Teacher:** Did any of the animals come near the car?

**Chaim:** Yes, one giraffe came very close to our car, and my little sister was afraid. I told her: "Don't worry, the car windows are closed; the animals can't hurt us." But she felt much better when the giraffe walked away.

**Teacher:** How did you feel when the giraffe came so close to the car?

**Chaim:** I liked it. It was fun seeing the giraffe so close to my car window. But, I was happy that a lion didn't come near the car.

**Teacher:** Chaim, which animal is your favorite?

**Chaim:** Mmmm... I like all the animals, but I really love kangaroos.

**Teacher:** Really? Kangaroos?

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**Chaim:** Yes, I have always liked kangaroos. When I was 5 years old, I asked my mother to buy me a real kangaroo for my birthday. My mother did not give me a real kangaroo, of course, but she got me a gold fish. Anyway, I was very happy to see kangaroos at the safari.

**Teacher:** Thank you Chaim for telling us about what you did on your Chanukah vacation.

**קריין:** עכשיו ענו באנגלית על השאלות לפי השיחה ששמעתם.

הקשיבו לשיחה פעם נוספת. זו הזדמנות טובה לבדוק את התשובות שלכם.

בדקו את התשובות שלכם.

סיימנו את החלק הראשון של המבחן.

עברו למשימות הבאות.

בהצלחה!

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**Key:** MC = multiple-choice questions

OP = open-ended questions

CL = closed questions

**Use of punctuation in the scoring key**

;	Separates complete, acceptable answers
( )	An optional addition that is part of an acceptable answer
/	Separates acceptable words within an answer

**TASK 1: Access to Information from Spoken Texts (AIST)**

Task Item #	Item Type	Scoring Key	Possible Values
1_1	MC	2 = d 0 = other	0,2
1_2	MC	2 = e 0 = other	0,2
1_3	MC	2 = b 0 = other	0,2
1_4	MC	2 = c 0 = other	0,2
1_5	MC	2 = h 0 = other	0,2

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TASK 2: Access to Information from Spoken Texts (AIST)			
Task Item #	Item Type	Scoring Key	Possible Values
2	MC	3 = (b) his family 0 = other	0,3
3	MC	3 = (a) A giraffe came near the car. 0 = other	0,3
4	MC	3 = (d) a kangaroo 0 = other	0,3
5	MC	3 = (c) a gold fish 0 = other	0,3
6	MC	3 = (d) things pupils did on their vacation 0 = other	0,3

TASK 3: Access to Information from Written Texts (AIWT)			
Task Item #	Item Type	Scoring Key	Possible Values
7_b	MC	4 = (8) OK, I will bake her a cake. 0 = other	0,4
7_c	MC	4 = (5) That's great! I'm so happy for you. 0 = other	0,4
7_d	MC	4 = (1) OK, but come home before 5 o'clock. 0 = other	0,4
7_e	MC	4 = (6) A bottle of water, a sandwich and a hat. 0 = other	0,4
7_f	MC	4 = (7) It is on the kitchen table. 0 = other	0,4

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TASK 4: Access to Information from Written Texts (AIWT)															
Task Item #	Item Type	Scoring Key	Possible Values												
8	CL	3 = The pupil ticked the following three ingredients: 'eggs', 'milk', 'sugar'. 0 = other <b>Note:</b> If the pupil ticked more than three ingredients give 0 points.	0,3												
9	OP	3 = Any answer that refers to Sara's dad's birthday; the cake is easy to make. E.g. for her dad's birthday; it is easy to make. 0 = other	0,3												
10	OP	4 = The following sentences or phrases: (They) (have a lot of) fun (baking it) (together); (They make the cake) every week. 0 = other	0,4												
11	MC	3 = (a) it is too dry 0 = other	0,3												
12	CL	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>a. Miriam will make the banana cake again.</td> <td>✓</td> <td></td> </tr> <tr> <td>b. Sara thinks that it's hard to make banana cakes.</td> <td></td> <td>✓</td> </tr> <tr> <td>c. Sara's mom teaches her how to make a banana cake.</td> <td></td> <td>✓</td> </tr> </tbody> </table> <p>3 = three correct answers 1 = two correct answers 0 = one correct answer or less</p>		Yes	No	a. Miriam will make the banana cake again.	✓		b. Sara thinks that it's hard to make banana cakes.		✓	c. Sara's mom teaches her how to make a banana cake.		✓	0,1,3
	Yes	No													
a. Miriam will make the banana cake again.	✓														
b. Sara thinks that it's hard to make banana cakes.		✓													
c. Sara's mom teaches her how to make a banana cake.		✓													

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TASK 5: Written Presentation (WP)			
Task Item #	Item Type	Scoring Key	Possible Values
13a	OP	<ul style="list-style-type: none"> <li>Accept all things that appear in the picture.</li> <li>Accept the following high frequency words only if spelled correctly: cat, hat, boy, car.</li> </ul> <p><b>Note:</b> Don't accept the word "bus" (it's the example).</p> <ul style="list-style-type: none"> <li>Evaluate each of the five words separately and then give a total score.</li> </ul> <p>3 = five correct words 2 = four or three correct words 1 = two or one correct words 0 = no correct words</p>	0–3

TASK 5: Written Presentation (WP)			
Task Item #	Item Type	Scoring Key	
13b	OP	See instructions below	

**General Guidelines**

- Evaluate each of the four sentences separately according to the list of criteria for assessment on the next page. Each criterion gets a different number of points.
- A sentence must include a subject and a verb (e.g. *The man is tall.*) and an object when necessary (e.g. *The baby has a toy.*). Otherwise, give 0 for all criteria (e.g. *The man tall;* *The baby has*). In case of a compound sentence all parts of the sentence must include a subject and a verb and an object when necessary. Otherwise, give 0 for all criteria.
- Give 0 for all criteria if the content of the sentence is:
  - incomprehensible
  - irrelevant to what is seen in the picture
  - irrelevant to the specific instruction: 1. Describe the weather. 2. Describe the appearance of one person. 3. Describe one animal. 4. Describe what one person is doing.
- If there is more than one sentence evaluate only the first one. A compound sentence is considered one sentence.
- Add up the total points for each of the four sentences.
- Use the conversion table to calculate the final grade for task 5 item 13b.

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List of Criteria	Possible Values
<p><b>a. Relevant content and appropriate vocabulary</b></p> <p>7 = The content is relevant and the vocabulary is appropriate (e.g. The man has short hair; The boy is riding a bike.).</p> <p>3 = The content is partially relevant and/or some words are inappropriate. (e.g. The man is driving a bus and he has black hair; The boy is driving a bike.).</p> <p>0 = If the content is irrelevant and/or the vocabulary is inappropriate give 0 for <b>all</b> criteria.</p>	0,3,7
<p><b>b. Subject-verb agreement and correct form of the verb</b></p> <p>3 = There is subject-verb agreement and the verb is formed correctly.</p> <p>0 = There is no subject-verb agreement and the verb isn't formed correctly (e.g. The baby have a toy; The cat is sit.).</p>	0,3
<p><b>c. Correct word order [e.g. subject, verb, object]</b></p> <p>4 = Word order is correct.</p> <p>0 = Word order is incorrect.</p>	0,4
<p><b>d. Correct pronouns, articles and prepositions</b></p> <p>2 = Correct use of pronouns, articles and the following prepositions: in, under, near, next to (as preposition of place), with, to.</p> <p>0 = Incorrect use of pronouns, articles and the following prepositions: in, under, near, next to (as preposition of place), with, to.</p>	0,2
<p><b>e. Correct spelling</b></p> <p>2 = Correct spelling or only one misspelled word.</p> <p>0 = Two or more misspelled words (e.g. The boi is reding.).</p>	0,2
<p><b>f. Correct capitalization</b></p> <p>2 = Capitalization is correct.</p> <p>0 = Capitalization is incorrect.</p>	0,2
<p><b>g. Correct use of full stops</b></p> <p>1 = The use of full stops is correct.</p> <p>0 = The full stop has been omitted.</p>	0,1



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Conversion Table	
Total number of points for the four sentences together	Final grade for Task 5 Item 13b (a-g)
78–84	12
71–77	11
64–70	10
57–63	9
50–56	8
43–49	7
36–42	6
29–35	5
22–28	4
15–21	3
8–14	2
1–7	1
0	0

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TASK 6: Access to Information from Written Texts (AIWT)															
Task Item #	Item Type	Scoring Key	Possible Values												
14	OP	4 = (bus) driver 0 = other	0,4												
15	MC	4 = (c) to visit his uncle 0 = other	0,4												
16	OP	4 = Accept any answer describing something children can do at the store. E.g. look at the special candles; They can make candles; learn how to make candles; Enjoy his work; buy candles 0 = other	0,4												
17	CL	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>a. Moshe came to Israel from America.</td> <td>✓</td> <td></td> </tr> <tr> <td>b. "The Candle Shop" is in America.</td> <td></td> <td>✓</td> </tr> <tr> <td>c. Moshe enjoys his work in Israel.</td> <td>✓</td> <td></td> </tr> </tbody> </table> 4 = three correct answers 2 = two correct answers 0 = one correct answer or less		Yes	No	a. Moshe came to Israel from America.	✓		b. "The Candle Shop" is in America.		✓	c. Moshe enjoys his work in Israel.	✓		0,2,4
	Yes	No													
a. Moshe came to Israel from America.	✓														
b. "The Candle Shop" is in America.		✓													
c. Moshe enjoys his work in Israel.	✓														
18	CL	4 = All sentences must be sequenced correctly to receive full points <u>5</u> Moshe teaches children in the store. <u>2</u> Moshe walks around the city. <u>1</u> Moshe visits his uncle. <u>3</u> Moshe wants to work in "The Candle Shop". <u>4</u> Moshe learns how to make candles. 0 = other	0,4												

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TASK 6: Access to Information from Written Texts (AIWT)			
Task Item #	Item Type	Scoring Key	Possible Values
19	OP	<p>4 = The pupil circled "Yes" and wrote one of the following sentences: Many people come into the store every day; The people who come to the store also enjoy his work.</p> <p>2 = The pupil circled "No" and wrote one of the following sentences: Many people come into the store every day; The people who come to the store also enjoy his work.</p> <p>0 = other</p>	0,2,4