# Table of Specifications of the Meitzav Examination: Fifth Grade

## May 2008

<table>
<thead>
<tr>
<th>Domain</th>
<th>Relevant Benchmarks</th>
<th>No. of Tasks</th>
<th>Possible Text Types</th>
<th>Language</th>
<th>Length of Texts</th>
<th>Possible Item Types</th>
<th>Possible Categories of Comprehension Questions*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to Information from Spoken Texts</td>
<td>Understand the general meaning, main idea and sequence of events in a text and use this knowledge as needed</td>
<td>2</td>
<td>Advertisement</td>
<td>Sentence Structure: simple sentences and some compound sentences</td>
<td>Level One approximately 60 – 80 seconds</td>
<td>filling in a chart/table</td>
<td>Literal</td>
</tr>
<tr>
<td></td>
<td>Identify explicit opinions and feelings</td>
<td></td>
<td>Announcement, conversation, message, news report</td>
<td>Vocabulary: high frequency words (familiar and/or personal themes)</td>
<td>Level Two approximately 80 – 100 seconds</td>
<td>multiple-choice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Locate relevant information for a specific purpose</td>
<td></td>
<td>Oral presentation, story, weather report</td>
<td>Verbs: limited number of tense forms, such as past simple, present simple, future simple, present progressive, imperative</td>
<td></td>
<td>open-ended (including wh-questions and sentence completion)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>sequencing</td>
<td></td>
</tr>
</tbody>
</table>

*Possible Comprehension Questions:
- Literal
- Matching
- Multiple-choice
- Open-ended (including wh-questions and sentence completion)
- Sequencing
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| Access to Information from Written Texts   | • understand general meaning, main ideas and sequence of events in a text and use this knowledge as needed  
  60%                                           | 3                          | • advertisement  
  • book blurb  
  • captions  
  • comic strip  
  • description  
  • diary entry  
  • letter / email  
  • list  
  • message  
  • news report  
  • note  
  • notice  
  • postcard  
  • recipe  
  • story  
  • timetable / schedule | • Sentence Structure: simple sentences and some compound sentences  
  • Vocabulary: high frequency words (familiar and/or personal themes)  
  • Verbs: limited number of tense forms, such as past simple, present simple, future simple, present progressive, imperative | Level One  
  (two texts) approximately 60 – 100 words  
  Level Two  
  (one text) approximately 100 – 140 words | • filling in a chart/table  
  • matching  
  • multiple-choice  
  • open-ended (including wh-questions and sentence completion)  
  • sequencing | • Literal  
  • Integration  
  • Inference |

*Questions include: filling in a chart/table, matching, multiple-choice, open-ended (including wh-questions and sentence completion), sequencing.
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<tr>
<th>Domain</th>
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<th>Possible Text Types</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Presentation</td>
<td>• describe people, places, things and events</td>
<td>2</td>
<td>Level One</td>
<td>• description</td>
<td>Content /Vocabulary</td>
</tr>
<tr>
<td></td>
<td>• produce a short piece of coherent writing that conveys personal feelings</td>
<td></td>
<td>(word / phrase level) 5 – 10 words</td>
<td>• friendly letter</td>
<td>• relevance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Level Two</td>
<td>• list</td>
<td>• comprehensibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>approximately 20 – 30 words (approximately</td>
<td>• story</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>four sentences)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Interaction</td>
<td>Guidelines to be posted at a later date. See <a href="http://www.anglit.net">www.anglit.net</a> and/or <a href="http://www.education.gov/rama">www.education.gov/rama</a> for details.</td>
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* Categories of Comprehension

Lower Order Thinking Skills (LOTS)

Literal Comprehension: Literal comprehension refers to an understanding of the explicit meaning of a text. Questions that require literal comprehension include items that can be answered directly from the text at the sentence level. They can be questions that require either copying or rephrasing of information from the text.

Higher-Order Thinking Skills (HOTS)

Integration: Integration refers to an understanding of the explicit meaning of a text but also requires accessing information from various parts of the text in order to answer a given question. Questions that require integration include items that require thinking about how ideas or information in the passage relate to each other as well as to an understanding of its main idea and supporting details.

Inference: Inference refers to an understanding of the implicit meaning of a text. Questions that require inference include items that involve combining the pupils' literal understanding of the text with their own knowledge and experiences in order to produce a response that is not explicitly stated in the text. It also entails questions that require identification of a specific text type.