

**SCORING INSTRUCTIONS FOR ENGLISH TEST**  
**Grade 8**  
**Meitsav 2004**

**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 B**

| Q  | Task/<br>SUB NO. | KEY | Scoring<br>Range |
|--|------------------|-----|------------------|
| <b>TASK 1 Access to Information from Spoken Texts</b>  |                  |     |                  |
| 1  | 1                | k   | 0-1              |
| 2  | 2                | p   | 0-1              |
| 3  | 3                | i   | 0-1              |
| 4  | 4                | n   | 0-1              |
| 5  | 5                | a   | 0-1              |
| <b>TASK 2 Access to Information from Spoken Texts</b>  |                  |     |                  |
| 6  | 1                |     |                  |
| 7  | 2                |     |                  |
| 8  | 3                |     |                  |
| 9  | 4                |     |                  |
| 10   | 5                |     |                  |
| <b>TASK 3 Access to Information from Written Texts</b> |                  |     |                  |
| 11   | 1                | e   | 0-1              |
| 12   | 2                | g   | 0-1              |
| 13   | 3                | f   | 0-1              |
| 14   | 4                | h   | 0-1              |
| 15   | 5                | d   | 0-1              |

| Q | Task/<br>SUB NO. | KEY | Scoring<br>Range |
|---|------------------|-----|------------------|
|---|------------------|-----|------------------|

| TASK 4 Access to Information from Written Texts |   |   |     |
|---|---|---|-----|
| 16  | 1 |   |     |
| 17  | 2 | 2; two  | 0-1 |
| 18  | 3 |   |     |
| 19  | 4 |   |     |
| 20  | 5 |   |     |
| 21  | 6 | <p><b>2 points for correct use of pronoun.</b></p> <p><u>Ex:</u> talk to his/her parents; tell his/her parents; tell his/her parents how he/she feels.</p> <p><b>1 point for incorrect use of pronoun.</b></p> <p><u>Ex:</u> talk to your parents and tell them how you feel.</p> <p><u>Comment:</u> Do not deduct points for spelling or grammar mistakes.</p> | 0-2 |
| TASK 5 Access to Information from Spoken Texts  |   |   |     |
| 22  | 1 |   |     |
| 23  | 2 |   |     |
| 24  | 3 | a bottle; a message/letter in a bottle; a message; a letter   | 0-1 |
| 25  | 4 |   |     |
| 26  | 5 |   |     |
| 27  | 5 | <p>gave/raised money; They gave him money. They raised money. (2 points)</p> <p>money (0 points)</p> <p><u>Comment:</u> Do not deduct points for spelling or grammar mistakes.</p>  | 0-2 |

| <b>TASK 6 Written Presentation</b>  |          |
|---|----------|
| <b>Evaluate each sentence according to the writing scale below.<br/>The intermediate levels (2, 4) are for sentences that fall between the detailed descriptions.</b>   |          |
| Fulfills task: <ul style="list-style-type: none"> <li>• Complete sentence</li> <li>• Provides relevant/accurate information about picture</li> <li>• Correct use of grammar</li> <li>• Minor spelling mistakes</li> </ul>   | <b>5</b> |
|   | <b>4</b> |
| Partially fulfills task: <ul style="list-style-type: none"> <li>• Incomplete sentence</li> <li>• Provides generally relevant/accurate information about picture</li> <li>• Some grammar mistakes that do not affect comprehensibility</li> <li>• Spelling mistakes that do not affect comprehensibility</li> </ul>  | <b>3</b> |
|   | <b>2</b> |
| Minimally fulfills task: <ul style="list-style-type: none"> <li>• Sentence is not complete and/or there are other major problems in sentence structure</li> <li>• Provides irrelevant or inaccurate information about picture</li> <li>• Major grammar mistakes that affect comprehensibility</li> <li>• Spelling mistakes that affect comprehensibility</li> </ul> | <b>1</b> |

See on next page examples of 5 point sentences.

| TASK 6 Written Presentation |      |  |             |
|-----------------------------|------|--|-------------|
| Q                           | TASK | KEY  | SCORE RANGE |
| 28                          | 1    | <u>Examples of 5 point sentences:</u> <ul style="list-style-type: none"> <li>• The ball is under the bed.</li> <li>• The room is a mess.</li> <li>• The boy is looking for the ball.</li> <li>• There is a picture on the wall.</li> <li>• The dog is eating a shoe.</li> <li>• There are books on the floor.</li> <li>• The telephone is on the bed.</li> <li>• The schoolbag is near the chair.</li> <li>• The hat is under the chair</li> </ul> | 1-5         |
| 29                          | 2    |  | 1-5         |
| 30                          | 3    |  | 1-5         |
| 31                          | 4    |  | 1-5         |
|                             |      |  |             |

| <b>TASK 7 Written Presentation</b> |                      |                        |                        |
|------------------------------------|----------------------|------------------------|------------------------|
| <b>Q</b>                           | <b>TASK/<br/>SUB</b> | <b>KEY</b>             | <b>SCORE<br/>RANGE</b> |
| 32                                 | 1                    | See instructions below | 1-5                    |

Evaluate the task according to the scale below, which describes scoring rubrics for three levels of writing: 1, 3, and 5 points. The intermediate levels (2 and 4 points) are for levels of writing that fall between the detailed descriptions. The student should receive one combined grade for the entire task (NOT per sentence).

| <b>Communicative Ability</b>  | <b>Points</b> | <b>Accuracy</b>   | <b>Points</b> |
|---|---------------|---|---------------|
| Fulfills the task: <ul style="list-style-type: none"> <li>• information is relevant</li> <li>• sentences are clear</li> <li>• sentences are well organized</li> <li>• vocabulary is varied and appropriate</li> <li>• number of words is at least 35</li> </ul> | <b>5</b>      | Correct use of basic language structures<br><br>Minor spelling and punctuation mistakes   | <b>5</b>      |
|   | <b>4</b>      |   | <b>4</b>      |
| Partially fulfills the task: <ul style="list-style-type: none"> <li>• most of the information is relevant</li> <li>• sentences are fairly organized</li> <li>• vocabulary is generally adequate</li> <li>• number of words is at least 25</li> </ul>            | <b>3</b>      | Limited correct use of basic language structures<br><br>Occasional spelling and punctuation mistakes  | <b>3</b>      |
|   | <b>2</b>      |   | <b>2</b>      |
| Minimally fulfills the task: <ul style="list-style-type: none"> <li>• irrelevant information</li> <li>• sentences are not well organized</li> <li>• number of words is less than 15</li> </ul>  | <b>1</b>      | Incorrect use of basic language structures that detract from comprehensibility<br><br>Spelling mistakes that detract from comprehensibility | <b>1</b>      |