# Table of Specifications of the Meitzav Examination: Eighth Grade

**May 2008**

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| Access to Information from Spoken Texts 20%      | ▪ understand the main ideas and supporting details in a text and use this knowledge as needed  
▪ identify different text types and use this knowledge as needed  
▪ identify explicit opinions and feelings  
▪ locate relevant information for a specific purpose | 2            | ▪ advertisement  
▪ announcement  
▪ conversation  
▪ interview  
▪ message  
▪ news report  
▪ oral presentation  
▪ speech  
▪ story  
▪ weather report | ▪ Sentence Structure: simple, compound and some complex sentences  
▪ Vocabulary: high frequency words (related to general issues)  
▪ Verbs: a variety of tense forms, such as past simple, past progressive, present simple, present progressive, future, present perfect, imperative | Level One  
approximately 80 – 100 seconds | ▪ filling in a chart/table  
▪ matching  
▪ multiple-choice  
▪ open-ended (e.g. wh-questions and sentence completion)  
▪ sequencing | ▪ Literal  
▪ Integration  
▪ Inference |
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| Access to Information from Written Texts   | • understand the main ideas and supporting details in a text and use this knowledge as needed  
• understand the structure and conventions of different text types and use this knowledge as needed  
• identify different text types and use this knowledge as needed  
• identify explicit opinions and feelings  
• draw inferences in order to identify points of view in a text, distinguishing fact from opinion  
• extract/interpret information from visual data | 3             | advertisement, article/report, book cover, brochure, comic strip, diary entry, email, graph, letter, message, notice, postcard, review, short expository text, story, timetable/schedule, travel guide | Sentence Structure: simple, compound and some complex sentences  
Vocabulary: high frequency words (related to general issues/topics)  
Verbs: a variety of tense forms, such as past simple, past progressive, present simple, present progressive, future, present perfect, imperative | Level One (two texts) approximately 150 – 180 words  
Level Two (one text) approximately 250 – 300 words | filling in a chart/table, matching, multiple-choice, open-ended (e.g. wh-questions and sentence completion), sequencing | Literal, Integration, Inference |

*Possible Categories of Comprehension Questions*
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<th>Assessment Criteria</th>
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<tr>
<td><strong>Written Presentation</strong></td>
<td>▪ describe people, places, things and events</td>
<td>2</td>
<td>Level One 50 – 70 words</td>
<td>article (e.g. for school newspaper)</td>
<td>Communicative Ability</td>
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<td></td>
<td>▪ react to the content of something read or seen</td>
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<td>Level Two 80 – 100 words</td>
<td>description</td>
<td>▪ relevance</td>
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<td></td>
<td>▪ produce a short piece of coherent writing that conveys personal experiences</td>
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<td></td>
<td>extended form</td>
<td>▪ clarity of message</td>
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<tr>
<td></td>
<td>▪ express ideas and opinions about general topics and experiences using main ideas</td>
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<td>friendly letter</td>
<td>▪ organization</td>
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<td></td>
<td>and supporting details</td>
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<td></td>
<td>short composition</td>
<td>▪ appropriateness to text type</td>
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<td></td>
<td>▪ Accuray</td>
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<td>story</td>
<td>▪ vocabulary</td>
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<td>▪ use of basic grammatical structures</td>
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<td>▪ length</td>
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<td>▪ spelling</td>
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<td></td>
<td>▪ basic punctuation and capitalization</td>
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<td><strong>Domain</strong></td>
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<tr>
<td><strong>Social Interaction</strong></td>
<td>Guidelines to be posted at a later date. See <a href="http://www.education.gov.il/english">www.education.gov.il/english</a> and/or <a href="http://www.education.gov.il/rama">www.education.gov.il/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.