SCORING KEY FOR THE ENGLISH TEST – 8th Grade, Version B
Meitzav, May 2009 (Internet)

- For all questions, if the pupil did not mark or write an answer, mark the "n.a." (no answer) option on the computer system.
- For questions with more than one answer marked by the pupil, when only one answer was required, give 0 points.
- For open-ended questions (OP):
  1. Give an appropriate score based on the scoring key below.
  2. Accept any answers that convey the same meaning as those in the scoring key below.
  3. Do not deduct for grammar or spelling mistakes unless indicated.

Key: CL = closed questions  
     OP = open-ended questions
### Task 1: Access to Information from Spoken Texts

<table>
<thead>
<tr>
<th>Task Item #</th>
<th>Item Type</th>
<th>Answer Key</th>
<th>Coding Range</th>
</tr>
</thead>
</table>
| 1a          | OP        | 1 = Sports Center  
0 = other (no other option) | 0, 1 |
| 1b          | OP        | 1 = 4:00  
0 = other (no other option) | 0, 1 |
| 1c          | OP        | 1 = finish poster  
0 = other (no other option) | 0, 1 |
| 1d          | OP        | 1 = hear Dan Jones  
0 = other (no other option) | 0, 1 |
| 1e          | OP        | 1 = school gate  
0 = other (no other option) | 0, 1 |
| 2           | OP        | 3 = Micki's/his plans; what Micki/he is going to do; plans with Micki/his friends/Micki's friends; meetings/plans (for the next week); (school) activities; next week; meeting friends (to do things together)  
1 = school; Micki; messages to Micki  
0 = other | 0, 1, 3 |

### Task 2: Access to Information from Spoken Texts

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</table>
| 3           | OP        | 3 = The pupil marked the following three sentences only:  
• Recycle used paper  
• Bring lunch in a box  
• Turn off the lights  
0 = other (no other option) | 0, 3 |
| 4           | CL        | 2 = (b) why plastic bags are a problem  
0 = other | 0, 2 |
| 5           | OP        | 2 = (Put) a (blue) bag (for paper) in each/every classroom  
1 = a bag for paper; a blue bag  
0 = other | 0-2 |
| 6           | CL        | 2 = (c) recycling paper  
0 = other | 0, 2 |
| 7           | CL        | 3 = (a) Save the Planet  
0 = other | 0, 3 |
### TASK 3: Access to information from written texts

<table>
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</thead>
</table>
| 8           | OP        | 4 = My Story  
0 = other (no other option) | 0, 4        |
| 9           | OP        | 4 = (best) friend  
2 = her best friend  
0 = other (e.g. new friend) | 0, 2, 4     |
| 10          | OP        | 4 = (She wanted) to make new friends; (She wanted) to change her life; (She wanted) to meet new people; Diana made her meet new friends/ convinced her to try/told Kim she is (really) good at basketball  
2 = She liked sports; new friends; change life OR copying a sentence that contains the right answer (e.g. "We'll meet new people there.")  
0 = other (e.g. This was the beginning of her career as a basketball player; Because she was afraid to meet new people.) | 0, 2, 4     |
| 11          | OP        | 4 = Jane Lewis; Jane; Lewis; (basketball) coach  
0 = other (no other option) | 0, 4        |
| 12          | CL        | 4 = (d) friendship  
0 = other | 0, 4        |

### TASK 4: Access to information from written texts

<table>
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</table>
| 13          | CL        | 4 = (b) birthdays in different countries  
0 = other | 0, 4        |
| 14          | CL        | 4 = (d) wrote email messages to  
0 = other | 0, 4        |
| 15          | OP        | 4 = eat (long) noodles  
2 = (long) noodles  
0 = other (e.g. long life) | 0, 2, 4     |
| 16          | OP        | 4 = money  
0 = other (e.g. a present) | 0, 4        |
| 17          | CL        | 4 = (b) eat special foods  
0 = other | 0, 4        |
### TASK 5: Written presentation

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>18 CA</td>
<td>Communicative Ability</td>
<td>OP</td>
<td>See instructions below</td>
</tr>
<tr>
<td>18 AC</td>
<td>Accuracy</td>
<td>OP</td>
<td>See instructions below</td>
</tr>
</tbody>
</table>

Assess the pupils' writing according to the scales below. The pupils receive a grade for **Communicative Ability** (0-5) and a grade for **Accuracy** (0-3) for the entire task.

**Note:** The intermediate levels (2 and 4) are for levels of writing that fall between the detailed descriptions in **Communicative Ability**.

#### Communicative Ability

- The information is relevant to the topic
- Message is clear and organized
- Vocabulary is varied and appropriate

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</tr>
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<tbody>
<tr>
<td>5</td>
<td>All criteria met</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Most criteria met</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Most criteria met, minor issues</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Limited information, mostly relevant to the topic</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Only copies instructions, writes less than 25 words</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Does not write in English</td>
<td></td>
</tr>
</tbody>
</table>

#### Accuracy

- Correct simple sentence structure (subject, verb, and correct word order)
- Occasional errors in compound or more complex sentences if attempted
- Mostly correct subject-verb agreement, tense, pronouns, articles, and prepositions
- Mostly correct spelling, punctuation, and capitalization

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<tr>
<td>3</td>
<td>All criteria met</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Some errors of subject-verb agreement, tense, pronouns, articles, and prepositions</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Incorrect simple sentence structure or not enough language to assess accuracy</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Only copies instructions, writes set(s) of isolated words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does not write in English</td>
<td></td>
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</tbody>
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### TASK 6: Access to information from written texts

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</table>
| 19          | OP        | 4 = Max Miles; Max; Miles  
0 = other (no other option)                                                   | 0, 4         |
| 20          | CL        | 4 = (a) in the front  
0 = other                                                                       | 0, 4         |
| 21a         | OP        | 2 = What ride is the most popular?; What ride do most people like the best?  
What is the favorite/best/most popular ride (at the amusement park)?  
0 = other (e.g. What do you like the best? Why do you like the amusement park?  
What is the only reason to go to an amusement park?)                        | 0, 2         |
| 21b         | OP        | 2 = speed/going fast, feeling of danger (Both answers must be given.)  
1 = speed/going fast; feeling of danger (Only one answer is given.)  
0 = other (e.g. exciting)                                                   | 0-2          |
| 21c         | OP        | 3 = crazy (riders), noisy (riders), safe (riders) (All three answers must be given.)  
2 = two correct answers  
1 = one correct answer  
0 = other (no other option)  
• If the student wrote two correct answers on one line, the third correct answer on the second line and left the third line blank, give 3 points.  
• If the student wrote two correct answers on one line, the third correct answer on the second line and an incorrect answer on the third line, give 2 points. | 0-3          |
| 22          | OP        | 2 = ground  
0 = other (no other option)                                                   | 0, 2         |
| 23          | OP        | 3 = name of rider + explanation (e.g. I am a crazy rider because I like to put my hands in the air/the ride is the best when you sit in the front.)  
2 = explanation only (e.g. I like to scream.)  
1 = name of a rider only (e.g. safe rider)  
0 = other (e.g. I like roller coasters.) OR explanation doesn’t support the type of rider (e.g. I am a ground rider because I love roller coasters.) | 0-3          |
## TASK 7: Written presentation

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<tbody>
<tr>
<td>24 CA Communicative Ability</td>
<td>OP</td>
<td>See instructions below</td>
<td>0-5</td>
</tr>
<tr>
<td>24 AC Accuracy</td>
<td>OP</td>
<td>See instructions below</td>
<td>0-5</td>
</tr>
<tr>
<td>24 LE Length</td>
<td>OP</td>
<td>See instructions below</td>
<td>0-2</td>
</tr>
</tbody>
</table>

Assess pupils' writing according to the scales below. The pupils receive a grade for **Communicative Ability** (0-5), a grade for **Accuracy** (0-5), and a grade for **Length** (0-2) for the entire task.

Note: The intermediate levels (2 and 4) are for levels of writing that fall between the detailed descriptions in **Communicative Ability** and **Accuracy**.

### Communicative Ability

- All information is relevant to the topic  
- Message is clear and organized  
- Vocabulary is varied and appropriate  

- Information is relevant to the topic, but limited  
- Message is mostly clear and organized  
- Vocabulary is adequate and is generally appropriate  

- Information is limited and/or mostly irrelevant to the topic  
- Message is difficult to follow.  
- Vocabulary is limited.  
- Does not write in English  
- Copies instructions  
- Writes set(s) of isolated words

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<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

### Accuracy

- Correct simple sentence structure (subject, verb, and correct word order)  
- Occasional errors in more complex sentences if attempted  
- Mostly correct subject-verb agreement, tense, pronouns, articles, and prepositions  
- Mostly correct spelling, punctuation, and capitalization  

- Mostly correct simple sentence structure (subject, verb, and correct word order)  
- Errors in complex sentences if attempted  
- Some errors of subject-verb agreement, tense, pronouns, articles, and prepositions  
- Some errors in spelling, punctuation, and capitalization  

- Incorrect simple sentence structure  
- Many errors of subject-verb agreement, tense, pronouns, articles, and prepositions OR not enough language to assess accuracy  
- Does not write in English  
- Copies instructions  
- Writes set(s) of isolated words

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<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
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### Length

- Writes at least 80 words  
- Writes between 60-79 words  
- Writes less than 59 words

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
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