

SCORING KEY FOR THE ENGLISH TEST – 8th Grade, Version A  
Meitzav, 2016

Listening Comprehension Transcript: Task 1

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

משימה מספר אחת.

אתם עומדים לשמוע ריאיון ברדיו.

קראו את שאלות 1 עד 6 לפני שתשמעו את הריאיון.

הקשיבו לריאיון. אתם תשמעו את הריאיון פעמיים.

**Interviewer:** Welcome to our radio show "2 Minutes of Fun". Our topic today is fun jobs. Bill Clark is here with us to tell us about his job.

Hi Bill, where do you work?

**Bill:** Good morning. I work at a big ice cream factory; I am an ice cream taster.

**Interviewer:** An ice cream taster? That sounds like fun! What does an ice cream taster do?

**Bill:** Well, I taste all the ice cream flavors our factory makes. I taste flavors like chocolate, strawberry, vanilla... and I make sure they taste right. I also check the color of the ice cream.

**Interviewer:** Do you have to check the ice cream every day?

**Bill:** Yes. Our factory makes ice cream every day. The ice cream comes out of the machine and I make sure that each flavor comes out exactly as it should. Sometimes it comes out too sweet or not sweet enough, and sometimes the color is not right.

**Interviewer:** Is there anything special about the way you taste the ice cream?

**Bill:** Yes, there is. I taste the ice cream with a gold spoon.

**Interviewer:** Did you say a gold spoon?

**Bill:** Yes. I can only use spoons that are made of gold because gold does not change the taste of the ice cream. Spoons made of other materials, like plastic or wood, can change the flavor of the ice cream, and that is why I can only use a gold spoon.

**Interviewer:** What happens if something is wrong with the ice cream?

**Bill:** If something is wrong, the ice cream goes back to the machine. I taste it again to make sure it is okay and we send it to the stores and restaurants.

**Interviewer:** Do you taste the same flavors every day?



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- Bill:** Oh no, I don't just taste regular flavors. Our factory makes new flavors too. I need to taste them as well. If they are good, we can try to sell them to the stores.
- Interviewer:** Tell us about some of the new flavors you tasted.
- Bill:** Just last week we tried to make avocado ice cream.
- Interviewer:** Avocado ice cream? Did you like it?
- Bill:** It had a strange taste but it was interesting. I don't think many people will like it.
- Interviewer:** Do you ever get tired of eating ice cream?
- Bill:** No, never. Ice cream is still my favorite food.
- Interviewer:** So you get paid for tasting your favorite food every day. Lucky you!

**קריין:** ענו באנגלית על השאלות לפי מה ששמעתם.

עכשיו תשמעו את הריאיון פעם נוספת.

זו הזדמנות טובה לבדוק את התשובות שלכם.

בדקו את התשובות שלכם.

עברו למשימה מספר שתיים.

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Listening Comprehension Transcript: Task 2

קריין: משימה מספר שתיים.

אתם עומדים לשמוע שיחת טלפון בין דינה לבין טום.

קראו את שאלות 7 עד 12 לפני שתשמעו את השיחה.

הקשיבו לשיחה. אתם תשמעו את השיחה פעמיים.

**Tom:** Hello?

**Dina:** Hi Tom. I have some great news!

**Tom:** Hi Dina. What great news?

**Dina:** I'm so excited! I got a new job as a teen reporter.

**Tom:** That's great! How did you get it?

**Dina:** I won a competition. My writing class teacher told me about it. She thought that I could do the job, and you know how much I love writing.

**Tom:** That's amazing. What did you have to do to enter the competition?

**Dina:** I had to write a letter about why I think I would be a good reporter. I wrote that I know a lot about what goes on in the world because I read newspapers and follow the news every day. In my letter, I also wrote about the stories I write in my writing class.

**Tom:** I'm sure you will be a good reporter. Did you have to do anything else?

**Dina:** I also had to write a news report about something that happened in my country.

**Tom:** What did you write about?

**Dina:** I wrote a news report about the fire in our neighborhood last month. Remember that?

**Tom:** Yes. It was a terrible fire with a happy ending.

**Dina:** The whole family was saved. I actually interviewed one of the boys for my news report. He said that he was very scared until he saw the firefighters.

**Tom:** Tell me more about the newspaper you are working for.

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- Dina:** It's called "The World for Teens". It is an online newspaper for teenagers, and it is published online once a week. All the reporters are between the ages of 12 to 16, and come from different countries around the world.
- Tom:** Do only teenagers work there?
- Dina:** There is one adult that works for the newspaper. Her name is Mary.
- Tom:** What does she do?
- Dina:** Mary is the editor. She reads what the reporters write and makes comments. We fix the articles according to what she says and send them back to her. Then Mary puts the newspaper together.
- Tom:** Will you meet any of the other reporters?
- Dina:** No, but we chat on the computer. We talk about what we are writing so that we won't all write about the same things. We also give each other ideas. Listen, I have to go now, I have to finish writing an article and send it to Mary by tomorrow.
- Tom:** Okay, I'd love to read your article when you're done. Congratulations on getting this job! Good for you! Bye.
- Dina:** Thanks, Bye.

**קריין:** ענו באנגלית על השאלות לפי מה ששמעתם.

עכשיו תשמעו את השיחה פעם נוספת.

זו הזדמנות טובה לבדוק את התשובות שלכם.

בדקו את התשובות שלכם.

סיימנו את החלק הראשון של המבחן.

עברו לשאר המשימות.

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	MC	1 = (c) at a factory 0 = other	0,1
2	MC	2 = (b) check 0 = other	0,2
3	MC	2 = (d) to make sure the ice cream comes out right every day. 0 = other	0,2
4	MC	2 = (c) it doesn't change the taste of the ice cream 0 = other	0,2
5	MC	2 = (a) sends it back to the machine 0 = other	0,2
6	OP	1 = avocado 0 = other	0,1



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TASK 2: Access to Information from Spoken Texts (AIST)															
Task Item #	Item Type	Scoring Key	Possible Values												
7	MC	2 = (b) that she has a great new job 0 = other	0,2												
8	OP	2 = Any answer referring to: write a letter / write about why she thinks she would be a good reporter; write a news report / write about something that happened in her country.  E.g. She had to write a letter about why she's the right reporter for the newspaper; Write why she thinks she should do the job; Write a news item.  0 = other; write about the fire in her neighborhood.	0,2												
9	MC	1 = (c) a fire in her neighborhood 0 = other	0,1												
10	MC	1 = (c) are 12-16 years old 0 = other	0,1												
11	CL	<table border="1"> <thead> <tr> <th></th> <th>Dina</th> <th>Mary (the editor)</th> </tr> </thead> <tbody> <tr> <td>writes for the newspaper</td> <td>✓</td> <td></td> </tr> <tr> <td>makes comments on the articles</td> <td></td> <td>✓</td> </tr> <tr> <td>puts the newspaper together</td> <td></td> <td>✓</td> </tr> </tbody> </table> <p>2 = three correct answers 1 = two correct answers 0 = one correct answer or less</p>		Dina	Mary (the editor)	writes for the newspaper	✓		makes comments on the articles		✓	puts the newspaper together		✓	0-2
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writes for the newspaper	✓														
makes comments on the articles		✓													
puts the newspaper together		✓													

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TASK 2: Access to Information from Spoken Texts (AIST)			
12	CL	<p>2 = The pupil chose the two following answers:</p> <p>___ They are all friends with Tom.</p> <p>✓ They give each other writing ideas.</p> <p>___ They talk about their neighborhood.</p> <p>✓ They tell each other what they are writing.</p> <p>___ They write their articles together.</p> <p>1 = The pupil chose two answers and only one answer is correct; the pupil chose only one correct answer.</p> <p>0 = other; three or more answers (even though one or more answers are correct).</p>	0–2

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TASK 3: Access to Information from Written Texts (AIWT)															
Task Item #	Item Type	Scoring Key	Possible Values												
13	OP	<p>3 = Any answer that refers to helping / volunteering / playing / walking / feeding the animals.</p> <p>E.g., play with the animals; feed; walk and play; help the animals</p> <p>0 = other</p>	0,3												
14	CL	<p>4 = The pupil chose the two following answers:</p> <p><input checked="" type="checkbox"/> Working in the gardens</p> <p><input type="checkbox"/> Building school websites</p> <p><input checked="" type="checkbox"/> Cooking meals for poor people</p> <p><input type="checkbox"/> Giving advice to school children</p> <p><input type="checkbox"/> Collecting money for the animal hospital</p> <p>2 = The pupil chose two answers and only one answer is correct; the pupil chose only one correct answer.</p> <p>0 = other; the pupil chose three or more answers (even though one or more answers are correct).</p>	0,2,4												
15	CL	<table border="1"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Anat studies in the 8th grade.</td> <td></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Anat wants to hear the pupils' own ideas.</td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td>Anat writes about her experience as a volunteer.</td> <td></td> <td><input checked="" type="checkbox"/></td> </tr> </tbody> </table> <p>3 = three correct answers</p> <p>1 = two correct answers</p> <p>0 = one correct answer or less</p>		True	False	Anat studies in the 8th grade.		<input checked="" type="checkbox"/>	Anat wants to hear the pupils' own ideas.	<input checked="" type="checkbox"/>		Anat writes about her experience as a volunteer.		<input checked="" type="checkbox"/>	0,1,3
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<b>TASK 3: Access to Information from Written Texts (AIWT)</b>			
<b>Task Item #</b>	<b>Item Type</b>	<b>Scoring Key</b>	<b>Possible Values</b>
16	OP	<p>4 = Any two answers that relate to the pupils getting information from two different places:</p> <ul style="list-style-type: none"> <li>– in the classroom / in school</li> <li>– from the teacher</li> <li>– pupils' experiences</li> <li>– from the website / computer / Internet.</li> </ul> <p>E.g., They can get information in class; They can ask the teacher questions; At school; On the school website.</p> <p>2 = only one correct answer.</p> <p>0 = other</p> <p><b>Note 1:</b> If the pupil wrote two answers that refer to the same place, assess as one answer. E.g., website and computer</p> <p><b>Note 2:</b> If the pupil wrote both answers on the same line, assess as if they were written on two lines.</p>	0,2,4
17	MC	<p>3 = (c) the volunteer program for 8th grade pupils</p> <p>0 = other</p>	0,3
18	MC	<p>3 = (a) When you volunteer you can make a real change.</p> <p>0 = other</p>	0,3

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<b>TASK 4: Access to Information from Written Texts (AIWT)</b>			
<b>Task Item #</b>	<b>Item Type</b>	<b>Scoring Key</b>	<b>Possible Values</b>
19	MC	2 = (c) to get a present for her family 0 = other	0,2
20	OP	3 = a bag and books 1 = a bag / books 0 = other	0,1,3
21	MC	3 = (a) you can get items without using money 0 = other	0,3
22	OP	3 = Any answer that relates to the family liking the lamp. E.g., They loved it; They were very happy and loved the lamp; They think the gift is good. 0 = other	0,3
23	MC	3 = (a) someone's old items become someone else's new ones 0 = other	0,3
24	MC	3 = (d) Don't throw anything away! Bring it to our store. 0 = other	0,3
25	OP	3 = The pupil wrote a coherent answer using comprehension of the concept of a store like "Old is New". E.g., Yes because I don't have a lot of money ; I don't want to go because I don't like old things ; Yes, I would go to a store like this because I have many things to give. 0 = other	0,3

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<b>TASK 5: Written Presentation (WP)</b>			
<b>Task Item #</b>	<b>Item Type</b>	<b>Scoring Key</b>	<b>Possible Values</b>
26CA Communicative ability	OP	See instructions below.	0–6
26VO Vocabulary	OP	See instructions below.	0–3
26AC Accuracy	OP	See instructions below.	0–9
26LE Length	OP	See instructions below.	0–2
<p>Assess pupils' writing according to the rating scales below. Grades are given for Communicative Ability (0–6), Vocabulary (0–3), Accuracy (0–9), and Length (0–2) for the entire task.</p> <p><b>Note 1:</b> The intermediate levels are for levels of writing that fall between the detailed descriptions in Communicative Ability and Accuracy.</p> <p><b>Note 2:</b> If the content isn't relevant, give 0 for all criteria.</p>			

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Communicative Ability	
<ul style="list-style-type: none"> <li>All information is relevant to the topic</li> <li>Message is clear and easy to follow</li> </ul>	6
	5
<ul style="list-style-type: none"> <li>Information is relevant to the topic, but limited</li> <li>Message is mostly clear and organized</li> </ul>	4
	3
<ul style="list-style-type: none"> <li>Information is limited and / or mostly irrelevant to the topic</li> <li>Message is difficult to follow</li> </ul>	2
	1
<ul style="list-style-type: none"> <li>Does not write in English</li> <li>Only copies instructions</li> </ul>	0

Vocabulary	
<ul style="list-style-type: none"> <li>Vocabulary is varied and appropriate</li> </ul>	3
<ul style="list-style-type: none"> <li>Vocabulary is appropriate</li> </ul>	2
<ul style="list-style-type: none"> <li>Vocabulary is limited</li> </ul>	1
<ul style="list-style-type: none"> <li>Writes isolated words</li> <li>Only copies instructions</li> </ul>	0

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<b>Accuracy</b>	
<ul style="list-style-type: none"> <li>• Correct simple sentence structure (subject, verb, and correct word order)</li> <li>• Mostly correct use of compound or more complex sentences, if attempted</li> <li>• Mostly correct subject–verb agreement, tense, pronouns, articles and prepositions</li> <li>• Mostly correct spelling, punctuation and capitalization</li> </ul>	9
	7–8
<ul style="list-style-type: none"> <li>• Partially correct simple sentence structure (subject, verb, and correct word order)</li> <li>• Errors in complex sentences, if attempted</li> <li>• Some errors of subject–verb agreement, tense, pronouns, articles and prepositions</li> <li>• Occasional errors in spelling, punctuation and capitalization</li> </ul>	6
	4–5
<ul style="list-style-type: none"> <li>• Mostly incorrect simple sentence structure (subject, verb, and correct word order)</li> <li>• Many errors of subject–verb agreement, tense, pronouns, articles and prepositions</li> <li>• Many errors in spelling, punctuation and capitalization</li> </ul>	3
	1–2
<ul style="list-style-type: none"> <li>• Not enough language to assess accuracy</li> <li>• Does not write in English</li> <li>• Writes isolated words</li> <li>• Only copies instructions</li> </ul>	0

<b>Length</b>	
<ul style="list-style-type: none"> <li>• Writes at least 70 words</li> </ul>	2
<ul style="list-style-type: none"> <li>• Writes between 60–69 words</li> </ul>	1
<ul style="list-style-type: none"> <li>• Writes 59 words or less</li> <li>• Only copies instructions</li> </ul>	0

For scoring examples of the written presentation task see appendix.

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TASK 6: Access to Information from Written Texts (AIWT)															
Task Item #	Item Type	Scoring Key	Possible Values												
27	MC	3 = (b) like turtles, some people carry their houses with them 0 = other	0,3												
28	MC	3 = (c) to find a place with food for the animal to eat 0 = other	0,3												
29	OP	3 = Any answer that shows understanding of the bulla house being moved when the weather changes / it rains.  E.g., It rains; They move when the weather changes. 0 = other	0,3												
30	MC	4 = (b) <i>Caravans</i> have wheels. 0 = other	0,4												
31	OP	<table border="1"> <thead> <tr> <th>Type of house</th> <th>People who live/lived there</th> <th>Made of...</th> </tr> </thead> <tbody> <tr> <td><i>ger</i></td> <td>a. (people in) Mongolia</td> <td>fabric</td> </tr> <tr> <td>b. bulla</td> <td>people in Uganda</td> <td>c. straw</td> </tr> <tr> <td>d. tepee</td> <td>e. (people in) America / (Native) (American) Indians / Natives</td> <td>animal skin</td> </tr> </tbody> </table> 3 = five correct answers 2 = four or three correct answers 1 = two or one correct answers 0 = other	Type of house	People who live/lived there	Made of...	<i>ger</i>	a. (people in) Mongolia	fabric	b. bulla	people in Uganda	c. straw	d. tepee	e. (people in) America / (Native) (American) Indians / Natives	animal skin	0–3
Type of house	People who live/lived there	Made of...													
<i>ger</i>	a. (people in) Mongolia	fabric													
b. bulla	people in Uganda	c. straw													
d. tepee	e. (people in) America / (Native) (American) Indians / Natives	animal skin													
32	OP	4 = Any answer that relates to the ability to move the house from place to place.  E.g., To move quickly; This is important because it is easy to move from place to place. 0 = other	0,4												

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## Appendix

## Scoring Examples of the Written Presentation Task

## Example 1

Hello my name is xxxx and I go to tell you about event that was special for my. It's hapend in bar mitzva of my friend (xxxx). I go to his bar mitzvah in "Shaarey hair". When I enter to "Shaary hair" I saw a beautiful girl (michal) (it's not the real name) I thank "waw she so beautiful". Then I stand that is siste of my friend and all the bar mitzvah I thank aboat his sister (I fall in love in his sister) after the bar mitzvah I think about this "now I fall in love in sister of my frind it's not nice to me. (from this event to today 5 month and I feeling love in his sister because she so beautiful girl. It's very special event to me.

(133 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability</b> (CA)	0–6	5	The information is relevant and mostly clear and organized. It is easily understood that he fell in love with his friend's sister and that made the Bar-Mitzvah special for him. The message doesn't give enough information about the event itself, therefore a point was deducted.
<b>Vocabulary</b> (VO)	0–3	2	The vocabulary is not varied. The use of the verbs: <i>enter</i> , <i>think</i> , <i>saw</i> , and the words: <i>beautiful</i> , <i>friend</i> , <i>special</i> , is appropriate to the topic.
<b>Accuracy</b> (AC)	0–9	4	Most sentence structures are partially correct, e.g., "I go to tell you..." There are many errors in attempted complex sentences, e.g., "then I stand that is siste of my friend". There are many spelling and punctuation errors, e.g., <i>frind</i> , <i>aboat</i> .
<b>Length</b> (LE)	0–2	2	The pupil wrote enough words.

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**Example 2**

I race in my bike with my friends yesterday, in the nighat I race and my dog run with me and with my friends but the dog are play and I fell very happy because the dog every time sad and sleep, it's a very time happy. I love the dog and he love me, I wont every day travel my dog because I like yesterday I fell very happy.

(70 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0–6	3	The message is difficult to follow. Information is limited and somewhat relevant to the topic, but it doesn't state exactly what the event was.
<b>Vocabulary (VO)</b>	0–3	2	There is use of varied words, e.g., <i>race, sleep, travel</i> .
<b>Accuracy (AC)</b>	0–9	3	There are many mistakes in the sentence structure which make it difficult to understand what the writer is trying to say, e.g., " <i>I race and my dog run with me and with my friends but the dog are play...</i> " Sentences are mostly incorrect, e.g., " <i>I want everyday travel my dog...</i> " There are many punctuation and capitalization errors. There are some spelling errors, e.g., <i>nighat, fell</i> .
<b>Length (LE)</b>	0–2	2	The pupil wrote enough words.



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**Example 3**

I wand to wirte about event that was speciel for me the event is my birdhay in event this my mother, father, sister my family and my friend's the event in event happened fun very fun we danced and songed I was feel very happy because all my friend and all my family withy was my its was a event special for my and for all my family and my friends.

(71 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0–6	3	The information is limited yet relevant to the topic. The information is not organized and the message is difficult to follow.
<b>Vocabulary (VO)</b>	0–3	1	The vocabulary is limited and repetitive.
<b>Accuracy (AC)</b>	0–9	3	The sentences are mostly incorrect, e.g., " <i>the event in event happened fun; the event is my birdhay in event this my mother.</i> " There are many punctuation and capitalization errors. The whole text is written as one sentence.
<b>Length (LE)</b>	0–2	2	The pupil wrote enough words.

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**Example 4**

The main event in me life is me first goal. I and me frind in a match ageinst nchart (נצרת), great attack for as and I jump for the ball with me head. And the goal keepr save it for kora gret ball to me head and... It's a hedar kora and agin ball to me. Just to me leg I kick the ball it's in me first goal to me team 1-0 in the end.

(76 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0–6	2	The information is relevant to the topic. The message is unclear and difficult to follow because of incorrect use of English vocabulary, e.g., " <i>Its a hedar kora and agin ball to me.</i> "
<b>Vocabulary (VO)</b>	0–3	2	There is some use of relevant verbs, e.g., <i>save, kick, jump</i> , and some use of varied vocabulary, e.g., <i>first, head, just</i> .
<b>Accuracy (AC)</b>	0–9	2	There is mostly incorrect use of simple sentence structure, e.g., " <i>I and me frind in a match ageinst nchart (נצרת), great attack for as and I jump for the ball with me head.</i> " There are many errors in subject-verb agreement, e.g., " <i>the goal keepr save it.</i> " There are many punctuation and spelling errors.
<b>Length (LE)</b>	0–2	2	The pupil wrote enough words.

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**Example 5**

i will talk about my "bar mitsva". bar mitsva is a jews event when boy get to age 13 they celebrate it. in my bar mitsva i was really exited because all of my friends and family was there. in my bar mitsva I head my "drasha" and then we start dance. after the dancing people take break and go eat something. then they dance again

(66 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0–6	5	The message is clear and easy to follow. The information is relevant to the topic but a bit limited.
<b>Vocabulary (VO)</b>	0–3	3	Vocabulary is varied and appropriate, e.g., <i>celebrate, dancing, family and friends.</i>
<b>Accuracy (AC)</b>	0–9	7	Partially correct sentence structure, e.g., " <i>all of my friends and family was there, I head my drasha.</i> " Errors in complex sentences, e.g., " <i>after the dancing people take break and go eat something.</i> " Occasional errors in punctuation, capitalization and spelling.
<b>Length (LE)</b>	0–2	1	Wrote only 66 words.