

SCORING KEY FOR THE ENGLISH TEST – 8th Grade, Version A
Meitzav, 2015 – updated

Listening Comprehension Transcript: Task 1

קריין: שלום תלמידים. המבחן באנגלית מתחיל בשתי משימות בהבנת הנשמע. משימה מספר אחת. שרה מדברת לפני הכיתה. עיינו בשאלות של משימה מספר אחת לפני שתשמעו את דבריה. עכשיו הקשיבו לקטע. אתם תשמעו את הקטע פעמיים.

Sara:

Good morning everyone. My presentation today is about a great chocolate museum I visited in the north. To get into the museum you have to pay, but you don't get a regular ticket. Instead, you get a chocolate bar. You show the guard your chocolate bar and you go into the museum. Then you can eat it! It is delicious!!!

When you enter the museum, you learn a lot about chocolate. During my visit, I learned that chocolate is made from cocoa beans. Cocoa grows in many places around the world; today most cocoa is grown in Africa. Another thing I learned was that Spain was the first place in the world to make hot chocolate drinks. Yes, Spain is where this tasty hot chocolate drink comes from.

Did you know chocolate can be good for you? If you have a cold, chocolate can help. If you burn yourself, putting chocolate on the burn can make it feel better. So if you have a cold or a burn, ask your parents for some chocolate, and you will feel better!

I also did some great activities. I went to a Chocolate Artist class where I drew a picture with melted chocolate. I used dark, milk and white chocolate and made a picture of a house.

Then I went to a chocolate cooking class. We made chocolate pancakes. When they were ready we ate them with a chocolate knife and fork.

At the end of my visit, I tasted some special chocolate. One chocolate had olives in it and another had pepper in it. They tasted strange to me. I still love regular milk chocolate the best.

I don't usually like museums, but I loved this one. It is a great place to visit with the whole family!!!

קריין: ענו באנגלית על השאלות לפי הקטע ששמעתם. הקשיבו לקטע 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.

מר בראון מתראיין בתכנית רדיו הנקראת "School Life".

עיינו בשאלות של משימה מספר שתיים לפני שתשמעו את הריאיון.

עכשיו הקשיבו לריאיון. אתם תשמעו את הריאיון פעמיים.

Dana Jones: You are listening to 83 FM. I'm Dana Jones. Welcome to our program, "School Life". Today our guest is Mr. Brown, a teacher at one of the *Big Classroom Schools*.

Good morning, Mr. Brown. Please tell us about these schools.

Mr. Brown: Hi. Our schools are for children who live far away from regular schools. These children cannot go to a regular school because they live far away; they sit at home and learn together through their computers.

Dana Jones: Interesting! Can you explain?

Mr. Brown: Every day, the children turn on their computers at the same time and have online lessons with teachers, who they can actually see and hear. I teach 22 children, each one sits at home at their own computer.

Dana Jones: When did these schools start?

Mr. Brown: The first one started in 1955. The schools then worked differently than they do today. In the past, the *Big Classroom School* used the radio to teach. All the children turned on their radios at home, at the same time, and listened to the lessons.

Dana Jones: So in the past, the children listened to the teachers on the radio and today they see and hear their lessons on the computer. What other differences are there?

Mr. Brown: Today the children can talk and write to the teacher through the computer while they are learning, so if they have a question they get the answer immediately online. In 1955, children had to wait up to a month to get an answer to a question. Once a month, a teacher came to each student's house and answered questions.

Dana Jones: That is a big difference! Are there tests at the *Big Classroom School*?

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- Mr. Brown:** Of course there are tests. From 1955 to this day, the children travel to the nearest regular school to take their tests. They are not allowed to take their tests at home.
- Dana Jones:** So the pupils of each *Big Classroom School* can meet each other when they take the tests. Is that the only time they meet?
- Mr. Brown:** No, not at all. We think it is very important for children from each *Big Classroom School* to meet. We celebrate birthdays together and we organize school trips. Don't forget that today they can also chat on the computer, so they do get to know each other.
- Dana Jones:** Your school sounds really cool! Imagine getting up and just turning on your computer instead of going to school every morning!
 Thank you for telling us about the very special *Big Classroom Schools*.

קריין: עכשיו ענו באנגלית על השאלות לפי הריאיון ששמעתם.

הקשיבו לריאיון פעם נוספת. זו הזדמנות טובה לבדוק את התשובות שלכם.

בדקו את התשובות שלכם.

סיימנו את החלק הראשון של המבחן.

עברו למשימות הבאות.

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 | OP | 2 = Chocolate Museum; chocolate; museum; interesting place (she visited); a place she visited 0 = other | 0,2 |
| 2 | MC | 2 = (b) a chocolate bar 0 = other | 0,2 |
| 3 | MC | 2 = (c) that chocolate is made of cocoa beans 0 = other | 0,2 |
| 4 | OP | 1 = Any answer that refers to (chocolate) pancakes / a picture (of a house) (made of chocolate). E.g. Sara drew a picture with melted chocolate; chocolate pancakes 0 = other | 0,1 |
| 5 | MC | 1 = (a) at the end of her museum visit 0 = other | 0,1 |

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| TASK 1: Access to Information from Spoken Texts (AIST) | | | | | | |
|--|----|----|--|----|-------|---|
| 6 | CL | | Yes | No | 0,1,2 | |
| | | a. | Chocolate can help if you have a cold. | ✓ | | |
| | | b. | Hot chocolate drinks come from Spain. | ✓ | | |
| | | c. | Sara likes special chocolate the best. | | | ✓ |
| 2 = three correct answers 1 = two correct answers 0 = one correct answer or less | | | | | | |

| TASK 2: Access to Information from Spoken Texts (AIST) | | | |
|--|-----------|---|-----------------|
| Task Item # | Item Type | Scoring Key | Possible Values |
| 7 | MC | 2 = (b) live far away from school 0 = other | 0,2 |
| 8 | MC | 2 = (a) They have lessons on their computers at home. 0 = other | 0,2 |
| 9 | MC | 2 = (d) They travel to a regular school. 0 = other | 0,2 |
| 10 | OP | 2 = Any answer that refers to online chats / taking tests / birthday parties / school / trips. E.g. They celebrate birthdays; When they do tests at a school; school trips; chat with their friends on-line 0 = other | 0,2 |
| 11 | MC | 2 = (c) An Online School 0 = other | 0,2 |

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| TASK 3: Access to Information from Written Texts (AIWT) | | | |
|--|------------------|--|------------------------|
| Task Item # | Item Type | Scoring Key | Possible Values |
| 12 | OP | 3 = Any answer that relates to the competition being part of the city celebrating. E.g. because the city is 50 years old; because it's a part of the celebrations; because it's Hamilton's birthday. 0 = other | 0,3 |
| 13 | MC | 3 = (d) must be 12-15 years old 0 = other | 0,3 |
| 14 | MC | 3 = (c) a favorite place in the city 0 = other | 0,3 |
| 15 | OP | 3 = The pupil circled "No" and copied the correct words from the text: "(Make the movie clip) four minutes (long)." Note: Both parts of the question must be answered correctly to receive full points. 0 = other | 0,3 |
| 16 | OP | 3 = a (free) course (in movie making) 0 = other | 0,3 |
| 17 | MC | 3 = (b) from the Internet website 0 = other | 0,3 |
| 18 | OP | 2 = The pupil wrote a coherent sentence supporting his opinion using information from the text. E.g. Yes, I like making movies; No, I don't like competitions. 0 = other | 0,2 |

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| TASK 4: Access to Information from Written Texts (AIWT) | | | |
|--|------------------|---|------------------------|
| Task Item # | Item Type | Scoring Key | Possible Values |
| 19 | OP | 3 = Special Friends 0 = other | 0,3 |
| 20 | MC | 3 = (d) Miss Nancy became blind. 0 = other | 0,3 |
| 21 | CL | 3 = two correct answers: <input checked="" type="checkbox"/> She loves books. <input type="checkbox"/> She wrote a book. <input type="checkbox"/> She goes to Tony's school. <input checked="" type="checkbox"/> She is Tony's friend. <input type="checkbox"/> She reads to Tony every week. 1 = only one correct answer 0 = other Note: If the pupil chose three or more answers (even though one or more answers are correct), give 0 points. | 0,1,3 |
| 22 | OP | 3 = Any two answers that refer to Tony helping Miss Nancy / worrying about her. E.g. He decided to visit Miss Nancy; He started reading to Miss Nancy; They spend many hours talking; He worries about her. 2 = only one correct answer 0 = other Note: If the pupil wrote both answers on the same line, assess as if they were written on two lines. | 0,2,3 |

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| TASK 4: Access to Information from Written Texts (AIWT) | | | |
|--|------------------|--|------------------------|
| Task Item # | Item Type | Scoring Key | Possible Values |
| 23 | OP | <p>2 = The pupil circled "Yes" and copied one of the following sentences: "(Special Friends) is a book recommended for people of all ages"; "It will make you cry and laugh (at the same time)"; "It will help you understand that in true friendships, when you give, you also receive"; "I understood it was much more than that"; "It tells about a beautiful different relationship"; "A Book to Remember".</p> <p>Note: Both parts of the question must be answered correctly to receive full points.</p> <p>0 = other</p> | 0,2 |
| 24 | MC | <p>3 = (a) a book review</p> <p>0 = other</p> | 0,3 |
| 25 | MC | <p>3 = (d) Sometimes Age Doesn't Matter</p> <p>0 = other</p> | 0,3 |

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| TASK 5: Written Presentation (WP) | | | |
|--|------------------|-------------------------|------------------------|
| Task Item # | Item Type | Scoring Key | Possible Values |
| 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>Note 1: The intermediate levels are for levels of writing that fall between the detailed descriptions in Communicative Ability and Accuracy.</p> <p>Note 2: If the content isn't relevant, give 0 for all criteria.</p> | | | |

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

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

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

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

מיצ"ב פנימי, תשע"ה: For scoring examples of the Written Presentation Task see RAMA website under:

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| TASK 6: Access to Information from Written Texts (AIWT) | | | |
|--|------------------|--|------------------------|
| Task Item # | Item Type | Scoring Key | Possible Values |
| 27 | OP | 3 = Any answer that refers to the camera falling or getting lost in the waves / sea / water. E.g. it fell; got lost in the waves; the camera fell out of her hand and got lost in the waves; it got lost in the sea. 0 = other | 0,3 |
| 28 | OP | 3 = Any answer that shows understanding that she was upset about losing her pictures or that the camera was important to her. E.g. She was sad because there were over 300 pictures in it. 0 = other | 0,3 |
| 29 | MC | 3 = (c) By creating a webpage. 0 = other | 0,3 |
| 30 | MC | 3 = (d) the person who lost the camera 0 = other | 0,3 |
| 31 | OP | 3 = Any answer that shows understanding that the identity of the woman who lost her camera was unknown. E.g. because they didn't know the name of the woman who lost her camera. 0 = other | 0,3 |
| 32 | MC | 2 = (d) get her camera back 0 = other | 0,2 |
| 33 | MC | 3 = (b) a lost camera that was returned to its owner 0 = other | 0,3 |