

Table of Specifications of the Meitzav Examination: Fifth Grade

May 2009

Domain	Relevant Benchmarks	No. of Tasks	Possible Text Types	Language	Length of Texts	Possible Item Types	Possible Categories of Comprehension Questions*
<p>Access to Information from Spoken Texts</p> <p>25%</p>	<ul style="list-style-type: none"> ▪ understand the general meaning, main idea and sequence of events in a text and use this knowledge as needed ▪ identify explicit opinions and feelings ▪ locate relevant information for a specific purpose 	2	<ul style="list-style-type: none"> ▪ advertisement ▪ announcement ▪ conversation ▪ message ▪ news report ▪ oral presentation ▪ story ▪ weather report ▪ excerpt from a lesson 	<ul style="list-style-type: none"> ▪ Sentence Structure: simple sentences and some compound sentences ▪ Vocabulary: high frequency words (familiar and / or personal themes) ▪ Verbs: limited number of tense forms, such as past simple, present simple, future simple, present progressive, imperative 	<p>Level One approximately 60 – 80 seconds</p> <p>Level Two approximately 80 – 100 seconds</p>	<ul style="list-style-type: none"> ▪ filling in a chart / table ▪ matching ▪ multiple-choice ▪ open-ended (including wh-questions and sentence completion) ▪ sequencing 	<ul style="list-style-type: none"> ▪ Literal ▪ Integration

ראמ"ה: מדידה בשירות הלמידה

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מבחן המיצ"ב באנגלית לכיתה ה', עמוד 1 מתוך 4 עמודים

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May 2009

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<p>Access to Information from Written Texts</p> <p>60%</p>	<ul style="list-style-type: none"> ▪ understand general meaning, main ideas and sequence of events 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 	3	<ul style="list-style-type: none"> ▪ advertisement ▪ book blurb ▪ captions ▪ comic strip ▪ description ▪ diary entry ▪ interview ▪ letter / email ▪ list ▪ message ▪ news report ▪ newspaper item ▪ note ▪ notice ▪ postcard ▪ recipe ▪ story ▪ timetable / schedule 	<ul style="list-style-type: none"> ▪ Sentence Structure: simple sentences and some compound sentences ▪ Vocabulary: high frequency words (familiar and / or personal themes) ▪ Verbs: limited number of tense forms, such as past simple, present simple, future simple, present progressive, imperative 	<p>Level One two texts:</p> <ul style="list-style-type: none"> ▪ sentence level ▪ text level <p>approximately 60 – 100 words</p> <p>Level Two one text: approximately 100 – 140 words</p>	<ul style="list-style-type: none"> ▪ filling in a chart / table ▪ matching ▪ multiple-choice ▪ open-ended (including wh-questions and sentence completion) ▪ sequencing 	<ul style="list-style-type: none"> ▪ Literal ▪ Integration ▪ Inference

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<p>Written Presentation</p> <p>15%</p>	<ul style="list-style-type: none"> ▪ describe people, places, things and events ▪ produce a short piece of coherent writing that conveys personal feelings 	2	<p>Level One (word / phrase level) 5 – 10 words</p> <p>Level Two approximately 20 – 30 words (approximately four to five sentences)</p>	<ul style="list-style-type: none"> ▪ description ▪ friendly letter ▪ list ▪ story 	<p>Content / Vocabulary</p> <ul style="list-style-type: none"> ▪ relevance ▪ comprehensibility <p>Accuracy</p> <ul style="list-style-type: none"> ▪ word order ▪ capitalization ▪ full stops ▪ articles and pronouns ▪ spelling ▪ verb forms

Domain	
Social Interaction	Guidelines to be posted at a later date. See www.education.gov.il/english and/or www.education.gov.il/rama for details.

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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.

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