

**Table of Specifications of the Meitzav Examination: Fifth Grade 2014**

Domain	Possible Benchmarks	No. of Tasks	Possible Text Types	Length of Texts	Possible Item Types	Possible Categories of Comprehension Questions*
<p><b>Access to Information from Spoken Texts</b></p> <p>25%</p>	<ul style="list-style-type: none"> <li>understand the general meaning, main idea and sequence of events in a text and use this knowledge as needed</li> <li>identify explicit opinions and feelings</li> <li>locate relevant information for a specific purpose</li> <li>find and follow directions and instructions in a familiar context</li> </ul>	2	<ul style="list-style-type: none"> <li>advertisement</li> <li>announcement</li> <li>conversation</li> <li>excerpt from a lesson</li> <li>instructions</li> <li>message</li> <li>news / weather report</li> <li>oral presentation</li> <li>riddles</li> <li>story</li> </ul>	<p><b>Level One</b></p> <p>up to 80 seconds</p> <p><b>Level Two</b></p> <p>up to 120 seconds</p>	<ul style="list-style-type: none"> <li>carrying out instructions</li> <li>chart / table</li> <li>matching</li> <li>multiple-choice</li> <li>open-ended (including wh-questions and sentence completion)</li> <li>sequencing</li> <li>true / false</li> </ul>	<ul style="list-style-type: none"> <li>Literal</li> <li>Integration</li> <li>Inference</li> </ul>

Tasks 1 and 2 are listening comprehension tasks, recorded onto a CD which is provided with the exam. Each text has been recorded twice, giving the pupils an opportunity to recheck their answers and better comprehend the text.

Domain	Possible Benchmarks	No. of Tasks	Possible Text Types	Length of Texts	Possible Item Types	Possible Categories of Comprehension Questions*
<p><b>Access to Information from Written Texts</b></p> <p><b>60%</b></p>	<ul style="list-style-type: none"> <li>understand general meaning, main ideas and sequence of events in a text and use this knowledge as needed</li> <li>identify different text types and use this knowledge as needed</li> <li>identify explicit opinions and feelings</li> <li>locate relevant information</li> </ul>	3	<ul style="list-style-type: none"> <li>advertisement</li> <li>blurb</li> <li>book cover</li> <li>caption</li> <li>comic strip</li> <li>diary entry</li> <li>email</li> <li>informative text</li> <li>interview</li> <li>letter</li> <li>list</li> <li>message</li> <li>news report</li> <li>newspaper item</li> <li>note</li> <li>notice</li> <li>postcard</li> <li>poster</li> <li>questionnaire</li> <li>recipe</li> <li>riddles</li> <li>story</li> <li>timetable / schedule</li> <li>web page</li> </ul>	<p><b>sentence level</b> (one text)</p> <p><b>text level</b> (two texts)</p> <ul style="list-style-type: none"> <li>up to 150 words</li> <li>up to 170 words</li> </ul>	<ul style="list-style-type: none"> <li>carrying out instructions</li> <li>chart / table</li> <li>matching</li> <li>multiple-choice</li> <li>open-ended including wh-questions and sentence completion)</li> <li>sequencing</li> <li>true / false</li> </ul>	<ul style="list-style-type: none"> <li>Literal</li> <li>Integration</li> <li>Inference</li> <li>Personal response</li> </ul>

Domain	Possible Benchmarks	No. of Tasks	Length of Texts	Possible Text Types	Assessment Criteria
<p><b>Written Social Interaction and Presentation</b></p> <p>15%</p>	<ul style="list-style-type: none"> <li>give short messages in writing</li> <li>describe people, places, things and events</li> <li>produce a short piece of coherent writing that conveys personal feelings</li> </ul>	2	<p><b>Level One</b> (word / phrase level) 5–10 words</p> <p><b>Level Two</b> approximately 20–30 words (approximately 4–5 sentences)</p>	<ul style="list-style-type: none"> <li>description</li> <li>friendly letter</li> <li>invitation</li> <li>list</li> <li>note</li> <li>questionnaire</li> <li>report</li> <li>speech bubble</li> <li>story</li> </ul>	<p><b>Content / Vocabulary</b></p> <ul style="list-style-type: none"> <li>comprehensibility</li> <li>relevance</li> </ul> <p><b>Accuracy</b></p> <ul style="list-style-type: none"> <li>articles</li> <li>capitalization</li> <li>full stops</li> <li>prepositions</li> <li>pronouns</li> <li>sentence structure</li> <li>spelling</li> <li>subject-verb agreement</li> <li>verb forms</li> <li>word order</li> </ul>

## 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. It also includes reference questions.

### 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 experience in order to produce a response that is not explicitly stated in the text. It also includes questions that require identification of a specific text type.

**Personal response:** Personal response refers to questions that call for pupils' personal involvement with the text. The answers come from the pupils and are not found in the text. However, the answers must relate to the text. In order to answer personal response questions, pupils have to draw on both their literal understanding of the text and their own knowledge and opinions.

## Dictionary use

Dictionary use is not permitted on the Meitzav English tests. These tests test English language proficiency which includes knowledge of vocabulary expected of the tested age group; when words pupils are not expected to know are used, their translations are given. For this reason, the use of a dictionary is not suitable for these tests, although it is an important tool to be used in the process of teaching and learning in the classroom.