

Table of Specifications of the Meitzav Examination: Fifth Grade

April 2012

Domain	Relevant Benchmarks	No. of Tasks	Possible Text Types	Language	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>▪ story</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sentence Structure: simple sentences and some compound sentences</li> <li>▪ Vocabulary: high frequency words (familiar and / or personal themes)</li> <li>▪ Verbs: limited number of tense forms, such as past simple, present simple, future simple, present progressive, imperative</li> </ul>	<p><b>Level One</b> Up to 80 seconds</p> <p><b>Level Two</b> 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 (e.g. wh-questions and sentence completion)</li> <li>▪ sequencing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Literal</li> <li>▪ Integration</li> <li>▪ Inference</li> </ul>

ראמ"ה: מדידה בשירות הלמידה

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מבחן המיצ"ב באנגלית לכיתה ה', עמוד 1 מתוך 5 עמודים

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April 2012

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<p><b>Access to Information from Written Texts</b></p> <p>60%</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>▪ story</li> <li>▪ timetable/schedule</li> <li>▪ web page</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sentence Structure: simple sentences and some compound sentences</li> <li>▪ Vocabulary: high frequency words (familiar and / or personal themes)</li> <li>▪ Verbs: limited number of tense forms, such as past simple, present simple, future simple, present progressive, imperative</li> </ul>	<p><b>Level One</b> two texts:</p> <ul style="list-style-type: none"> <li>▪ sentence level</li> <li>▪ text level up to 150 words</li> </ul> <p><b>Level Two</b> one text: up to 170 words</p>	<ul style="list-style-type: none"> <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>

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

**April 2012**

Domain	Relevant Benchmarks	No. of Tasks	Length of Tasks	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>▪ label</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>▪ pronouns</li> <li>▪ spelling</li> <li>▪ verb forms</li> <li>▪ word order</li> </ul>

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**Table of Specifications of the Meitzav Examination: Fifth Grade****April 2012****\* 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 experience in order to produce a response that is not explicitly stated in the text. It also entails reference questions and questions that require identification of a specific text type.

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**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.

## ראמ"ה: מדידה בשירות הלמידה

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