

**SCORING KEY FOR THE ENGLISH TEST – 8th Grade, Version B**  
**Meitzav, April 2010 (Internet)**

- For questions with more than one answer marked by the pupil, when only one answer was required, give 0 points.
- For open-ended questions (OP):
  1. Give an appropriate score based on the Scoring Key below.
  2. Accept any answers that convey the same meaning as those in the Scoring Key below.
  3. Do **not** deduct for grammar or spelling mistakes unless indicated.

**Key:** MC = multiple choice  
OP = open-ended questions

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**Use of punctuation in the answer key**

;	Separates complete acceptable answers
( )	An optional addition that is part of an acceptable answer
/	Separates acceptable words within an answer

<b>TASK 1: Access to information from spoken texts (AIST)</b>			
<b>Task Item #</b>	<b>Item Type</b>	<b>Scoring Key</b>	<b>Possible Values</b>
1.1	MC	1 = (picture b) 0 = other	0, 1
1.2	MC	1 = (picture d) 0 = other	0, 1
1.3	MC	1 = (picture a) 0 = other	0, 1
2	MC	2 = (a) find photos 0 = other	0, 2
3	MC	3 = (b) My Family History 0 = other	0, 3

<b>TASK 2: Access to information from spoken texts (AIST)</b>			
<b>Task Item #</b>	<b>Item Type</b>	<b>Scoring Key</b>	<b>Possible Values</b>
4	MC	2 = (c) make new friends 0 = other	0, 2
5	MC	2 = (a) are in the same class 0 = other	0, 2
6	MC	2 = (b) they need his help 0 = other	0, 2
7	MC	2 = (a) next to the kiosk 0 = other	0, 2

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<b>TASK 2: Access to information from spoken texts</b>			
<b>(AIST)</b>			
<b>Task Item #</b>	<b>Item Type</b>	<b>Scoring Key</b>	<b>Possible Values</b>
8	OP	4 = Day: Monday and Time: 7; seven  2 = The pupil wrote one of the above.  0 = other (no other option)	0,2,4

<b>TASK 3: Access to information from written texts</b>			
<b>(AIWT)</b>			
<b>Task Item #</b>	<b>Item Type</b>	<b>Scoring Key</b>	<b>Possible Values</b>
9	OP	4 = The correct order of the pictures:  1 (picture f)  2 (picture c)  3 (picture d)  4 (picture a)  5 (picture e)  0 = other	0, 4
10	MC	4 = (b) not to eat it  0 = other	0, 4
11	MC	3 = (d) the fish wanted to live  0 = other	0, 3
12	MC	4 = (d) wanted to sing  0 = other	0, 4
13	MC	3 = (a) The Clever Fish  0 = other	0, 3



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TASK 5: Access to information from written texts (AIWT)			
Task Item #	Item Type	Scoring Key	Possible Values
20.1	OP	2 = (about) (one)/(1)/(a) meter (tall) 0 = other	0, 2
20.2	OP	2 = eucalyptus leaves; (the) leaves (of) eucalyptus (trees) 1 = leaves; eucalyptus (trees) 0 = other	0–2
21	OP	3 = A correct answer includes the following components: a. The (eucalyptus) leaves have water in them b. Koalas/They eat the (eucalyptus) leaves <b>Note:</b> An answer that includes only the first component (a) is considered a correct answer. Examples: The leaves that they eat are full of water; There is water in eucalyptus leaves 1 = A partial answer includes only the second component (b) Example: Koalas/They eat (eucalyptus) leaves. 0 = other	0, 1, 3
22	OP	3 = (in its mother's) pouch/pocket; (in) (a) (koala's) pouch/pocket; (in the) pouch of their parents 0 = other	0, 3
23a	OP	2 = Behavior 0 = other	0, 2
23b	OP	2 = Description 0 = other	0, 2
23c	OP	2 = Habitat 0 = other	0, 2
24	MC	4 = (c) fewer koalas than 0 = other	0, 4

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<b>TASK 6: Written presentation (WP)</b>			
<b>Task Item #</b>	<b>Item Type</b>	<b>Scoring Key</b>	<b>Possible Values</b>
25 CA Communicative Ability	OP	See instructions below	0–9
25 AC Accuracy	OP	See instructions below	0–9
25 LE Length	OP	See instructions below	0–2
<p>Assess pupils' writing according to the scales below. The pupils receive a grade for <i>Communicative Ability</i> (0–9), a grade for <i>Accuracy</i> (0–9), and a grade for <i>Length</i> (0–2) for the entire task.</p> <p><b>Note:</b> The intermediate levels (1–2, 4–5, 7–8) are for levels of writing that fall between the detailed descriptions in <i>Communicative Ability and Accuracy</i>.</p>			

<b>Communicative Ability</b>	
<ul style="list-style-type: none"> <li>All information is relevant to the topic</li> <li>Message is clear and organized</li> <li>Vocabulary is varied and appropriate</li> </ul>	9
	7–8
<ul style="list-style-type: none"> <li>Information is relevant to the topic, but limited</li> <li>Message is mostly clear and organized</li> <li>Vocabulary is adequate and is generally appropriate</li> </ul>	6
	4–5
<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> <li>Vocabulary is limited</li> </ul>	3
	1–2
<ul style="list-style-type: none"> <li>Does not write in English</li> <li>Copies instructions</li> <li>Writes set(s) of isolated words</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>• Occasional errors in 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>• Mostly 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>• Some errors in spelling, punctuation, and capitalization</li> </ul>	6
	4–5
<ul style="list-style-type: none"> <li>• Incorrect simple sentence structure</li> <li>• Many errors of subject–verb agreement, tense, pronouns, articles, and prepositions OR not enough language to assess accuracy</li> <li>• Many errors in spelling, punctuation, and capitalization</li> </ul>	3
	1–2
<ul style="list-style-type: none"> <li>• Does not write in English</li> <li>• Copies instructions</li> <li>• Writes set(s) of isolated words</li> </ul>	0

<b>Length</b>	
<ul style="list-style-type: none"> <li>• Writes at least 60 words</li> </ul>	2
<ul style="list-style-type: none"> <li>• Writes between 40–59 words</li> </ul>	1
<ul style="list-style-type: none"> <li>• Writes 39 words or less</li> </ul>	0