

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

Meitzav, 2014

Listening Comprehension Transcript: Task 1

קריין: שלום תלמידים. המבחן באנגלית מתחיל בשתי משימות בהבנת הנשמע. משימה מספר אחת. אתם עומדים לשמוע שיחה בין מאיה ובין דן. עיינו בשאלות של משימה מספר אחת, לפני שתשמעו את השיחה ביניהם. עכשו הקשיבו לשיחה. אתם תשמעו את השיחה פעמיים.

Maya: Can I help you please? Oh, Dan, hi.

Dan: Maya? Hi!!! How are you? What are you doing here?

Maya: I work here at the farmer's food market with my grandparents. This is our vegetable stand. I come here every Friday during the summer vacation to help them. What are you doing here?

Dan: I'm here with my dad. We came to buy some vegetables.

Maya: I'm glad you came to **our** (stressed) vegetable stand. All the vegetables are from my grandparents' farm. On Fridays we come to the farmer's food market to sell the vegetables that they grow.

Dan: Do you also help your grandparents on the farm?

Maya: Yes, I spend the summer vacation helping them.

Dan: What is it like on the farm? What do you do there?

Maya: It's very beautiful and quiet. I wake up at 5:00 in the morning and work in the fields. I pick vegetables, and sometimes I ride on the tractor with my grandfather.

Dan: Wow! You wake up so early to work in the fields!!!

Maya: Yeah, I really enjoy it. We have many kinds of vegetables on the farm, we have onions, potatoes and carrots; but we really **love** (stressed) growing tomatoes. We grow three different kinds. Did you know that there are more than seven thousand types of tomatoes in the world? There is even one called the Green Zebra!

Dan: The Green Zebra? What a crazy name for a tomato!

Maya: (laughs) Yes, it has stripes just like a zebra. It's one of the three kinds of tomatoes we grow.

My grandparents also love cooking with tomatoes. My grandfather is a wonderful cook and he taught me how to use the vegetables from the farm to make delicious food.

Dan: What kind of food do you make?

Maya: We make pasta dishes, soups, and we also bake cakes together.

Dan: Let me guess – tomato cakes?

Maya: No! (laugh). Carrot cakes!

Dan: Oh! (laugh) There's my dad, I have to go. Bye Maya, it was good to see you.

Maya: Bye Dan, see you in school! Have a great summer vacation!

קריין: עכשו ענו באנגלית על השאלות לפי השיחה ששמעתם. הקשיבו לשיחה 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.

אמיר מדבר לפני הכיתה על מרוץ טריאתלון.

עיינו בשאלות של משימה מספר שתיים, לפני שתשמעו את דבריו.

עכשיו הקשיבו לקטע. אתם תשמעו את הקטע פעמיים.

Teacher: Good morning pupils, today Amir is going to talk to us about his hobby. Amir, you may begin.

Amir: I love sports, so my class presentation today is about triathlons for kids who are 14-16 years old. A triathlon is a race in which you swim, ride a bike and run. You do these 3 sports one after the other. First you swim, then you ride your bike and after all that you run. You do not change your clothes; you can do all of these sports wearing a special body suit that is comfortable for all three parts of the race.

There are triathlons for different age groups. I am 15 years old, so I swim 500 meters, ride my bike for 12 kilometers and run for 3 kilometers. I train 3 times a week with my group and my trainer. I sometimes practice in my special body suit. It is the best way to practice and get used to wearing it.

I did the Eilat Triathlon in the winter. Now I am training for the Tel-Aviv triathlon which will be in June. My dad will also do the Tel Aviv triathlon for people in his age group. My family will come to watch us.

The triathlon is a very exciting race. I love it because it's three different sports in one race. I get out of the water and quickly jump on my bike. I ride as fast as I can and then run for 3 more kilometers to the finish line. My favorite part of the triathlon is the bike riding. I like the feel of the wind on my face as I ride my bike.

Do you know? The first triathlon was almost 50 years ago in California. Since then it has become a very popular sport among people all over the world. Today, this popular sport is also part of the Olympics. My dream is to race in the triathlon at the Olympics in Brazil in 2016.

Teacher: Thank you Amir, that was very interesting. Good luck on your next triathlon.

קריין: עכשיו ענו באנגלית על השאלות לפי הקטע ששמעתם.

הקשיבו לקטע 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	MC	2 = (c) at the food market 0 = other	0,2
2	OP	2 = Friday; week 0 = other	0,2
3	CL	2 = the pupil chose the two following answers: ___ She buys vegetables. ✓ She rides a tractor. ___ She works with dan. ✓ She picks vegetables. ___ She sells pasta and soup. 1 = the pupil chose two answers and only one answer is correct; the pupil chose only one correct answer. 0 = other; the pupil chose three or more answers (even though one or more answers are correct).	0–2
4	OP	2 = tomato; vegetable 0 = other	0,2
5	MC	2 = (a) love to cook 0 = other	0,2

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TASK 2: Access to Information from Spoken Texts (AIST)			
Task Item #	Item Type	Scoring Key	Possible Values
6	MC	2 = (b) he loves sports 0 = other	0,2
7	MC	2 = (a) good for all parts of the race 0 = other	0,2
8	MC	2 = (b) It's three different sports in one. 0 = other	0,2
9	MC	2 = (c) are in different age groups 0 = other	0,2
10	MC	2 = (d) about 50 years ago 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
11	OP	3 = (an) elephant; (biggest) (unusual) football player; (an) animal 0 = other	0,3
12	MC	2 = (a) kicked the ball 0 = other	0,2
13	OP	3 = Lewis; Lewis and his friends; Lewis' friends; safari worker(s) 0 = other	0,3
14	OP	3 = Any answer that relates to: – Latabe being a big animal / an animal. – the big/heavy ball. – the players having to run away. Examples: Because she is an elephant; It is hard to play with her because she is too big and too heavy; She is a big animal; The ball is very big; The ball is very big and heavy; When she runs, they need to run away. 0 = other	0,3
15	OP	3 = Note: Both parts of the question must be answered to receive full points. The pupil ticked the correct answer (True) and copied the correct sentence from the text: "Many people come to the safari park to watch Latabe play." 0 = other	0,3
16	MC	2 = (c) Latabe is an unusual football player. 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															
17	MC	3 = (c) was reading 0 = other	0,3															
18	MC	3 = (d) a way for blind people to read 0 = other	0,3															
19	CL	<table border="1"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>a. Bobby and Mark are neighbors.</td> <td>✓</td> <td></td> </tr> <tr> <td>b. Bobby can read Braille.</td> <td>✓</td> <td></td> </tr> <tr> <td>c. Bobby was born in 1824.</td> <td></td> <td>✓</td> </tr> <tr> <td>d. Bobby developed Braille.</td> <td></td> <td>✓</td> </tr> </tbody> </table> <p>3 = four correct answers 2 = three correct answers 1 = two correct answers 0 = other</p>		True	False	a. Bobby and Mark are neighbors.	✓		b. Bobby can read Braille.	✓		c. Bobby was born in 1824.		✓	d. Bobby developed Braille.		✓	0–3
	True	False																
a. Bobby and Mark are neighbors.	✓																	
b. Bobby can read Braille.	✓																	
c. Bobby was born in 1824.		✓																
d. Bobby developed Braille.		✓																
20	MC	3 = (c) He found information on the Internet. 0 = other	0,3															
21	OP	3 = Any answer that shows that the pupil understands that Bobby and Louis Braille are both blind. Examples: They can't see; They are blind. 0 = other	0,3															
22	OP	4 = Any answer that shows that the pupil understands that Braille is used at bus stops. Examples: Braille is used; There is Braille. 0 = other	0,4															
23	MC	3 = (a) who Louis Braille was 0 = other	0,3															
24	MC	3 = (d) do more without help from others 0 = other	0,3															

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TASK 5: Written Presentation (WP)			
Task Item #	Item Type	Scoring Key	Possible Values
25CA Communicative Ability	OP	See instructions below.	0–6
25VO Vocabulary	OP	See instructions below.	0–3
25AC Accuracy	OP	See instructions below.	0–9
25LE Length	OP	See instructions below.	0–2

Assess the pupil's 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.

Note 1: The intermediate levels are for levels of writing that fall between the detailed descriptions in *Communicative Ability* and *Accuracy*.

Note 2: If the content isn't relevant, give 0 for all criteria.

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 partially 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

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Vocabulary	
• Vocabulary is varied and appropriate	3
• Vocabulary is appropriate	2
• Vocabulary is limited	1
• Writes isolated words	0
• Only copies instructions	

Accuracy	
• Correct simple sentence structure (subject, verb and correct word order)	9
• 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	
	7–8
• Partially correct simple sentence structure (subject, verb and correct word order)	6
• Errors in complex sentences if attempted	
• Some errors of subject–verb agreement, tense, pronouns, articles, and prepositions	
• Occasional errors in spelling, punctuation, and capitalization	
	4–5
• Mostly incorrect simple sentence structure (subject, verb and correct word order)	3
• Many errors of subject–verb agreement, tense, pronouns, articles, and prepositions	
• Many errors in spelling, punctuation, and capitalization	
	1–2
• Not enough language to assess accuracy	0
• Does not write in English	
• Writes isolated words	
• Only copies instructions	

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Length	
• Writes at least 60 words	2
• Writes 50–59 words	1
• Writes 49 words or less	0
• Only copies instructions	

TASK 6: Access to Information from Written Texts (AIWT)			
Task Item #	Item Type	Scoring Key	Possible Values
26	MC	3 = (a) Because he didn't have a family. 0 = other	0,3
27	OP	3 = Any answer referring to the king sending a letter and/or a seed to the children. Examples: He saw the king's letter; He sent a letter and a seed to all the children; The king sent messages to all the kids. 0 = other	0,3
28	OP	4 = Any answer that shows that the pupil understands that Ping's pot was empty. Examples: Because his pot was empty; because Ping didn't have a plant in his pot; because the pot didn't grow. 0 = other	0,4
29	MC	3 = (b) he thought he didn't succeed 0 = other	0,3
30	MC	3 = (a) the king cooked it 0 = other	0,3
31	MC	3 = (c) You should tell the truth. 0 = other	0,3