

**SCORING KEY FOR THE ENGLISH TEST – 8th Grade, Version B  
Meitzav, 2016**

- For multiple-choice questions (MC):

For questions with more than one answer marked by the pupil, when only one answer was required, give zero 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 points for grammar or spelling mistakes unless indicated.
4. Accept only answers that are based on the text.
5. Accept only answers that are comprehensible.
6. If incorrect information or irrelevant information is added to the correct answer, give 0 points.
7. If a question requires only one answer but more than one answer is given, grade as follows:
  - ♦ If all answers are correct, give full points.
  - ♦ If one answer is correct and one is incorrect, give 0 points.

**Key:** CL = closed questions

MC = multiple-choice questions

OP = open-ended questions

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**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

<b>TASK 1: Access to Information from Spoken Texts (AIST)</b>			
Task Item #	Item Type	Scoring Key	Possible Values
1	MC	1 = (b) at a factory 0 = other	0,1
2	MC	2 = (a) check 0 = other	0,2
3	MC	2 = (a) to make sure the ice cream comes out right every day 0 = other	0,2
4	MC	2 = (d) it doesn't change the taste of the ice cream 0 = other	0,2
5	OP	1 = avocado 0 = other	0,1
6	MC	2 = (c) It had an unusual taste. 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												
7	MC	2 = (a) that she has a great new job 0 = other	0,2												
8	MC	1 = (b) her writing class teacher 0 = other	0,1												
9	OP	2 = Any answer referring to: write a letter / write about why she thinks she would be a good reporter; write a news report / write about something that happened in her country.  E.g., She had to write a letter about why she's the right reporter for the newspaper; Write why she thinks she should do the job; Write a news item.  0 = other; write about the fire in her neighborhood.	0,2												
10	MC	1 = (c) are 12-16 years old 0 = other	0,1												
11	CL	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Mary (the editor)</th> <th style="text-align: center;">Dina</th> </tr> </thead> <tbody> <tr> <td>writes for the newspaper</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>makes comments on the articles</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>puts the newspaper together</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table> <p>2 = three correct answers 1 = two correct answers 0 = one correct answer or less</p>		Mary (the editor)	Dina	writes for the newspaper		✓	makes comments on the articles	✓		puts the newspaper together	✓		0–2
	Mary (the editor)	Dina													
writes for the newspaper		✓													
makes comments on the articles	✓														
puts the newspaper together	✓														

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TASK 2: Access to Information from Spoken Texts (AIST)			
12	CL	<p>2 = The pupil chose the two following answers:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> They give each other writing ideas.</li> <li><input checked="" type="checkbox"/> They tell each other what they are writing.</li> <li><input type="checkbox"/> They write their articles together.</li> <li><input type="checkbox"/> They are all friends with Tom.</li> <li><input type="checkbox"/> They talk about their neighborhood.</li> </ul> <p>1 = The pupil chose two answers and only one answer is correct; the pupil chose only one correct answer.</p> <p>0 = Other; the pupil chose three or more answers (even though one or more answers are correct).</p>	0-2

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<b>TASK 3: Access to Information from Written Texts (AIWT)</b>			
<b>Task Item #</b>	<b>Item Type</b>	<b>Scoring Key</b>	<b>Possible Values</b>
13	OP	<p>3 = Any answer that refers to helping / volunteering / playing / walking / feeding the animals.</p> <p>E.g., play with the animals; feed; walk and play; help the animals.</p> <p>0 = other</p>	0,3
14	CL	<p>4 = The pupil chose the two following answers:</p> <p>___ Giving advice to school children</p> <p>___ Building school websites</p> <p>✓ Working in the gardens</p> <p>✓ Cooking meals for poor people</p> <p>___ Collecting money for the animal hospital</p> <p>2 = The pupil chose two answers and only one answer is correct; the pupil chose only one correct answer.</p> <p>0 = Other; the pupil chose three or more answers (even though one or more answers are correct).</p>	0,2,4
15	MC	<p>3 = (b) the pupils and their teacher</p> <p>0 = other</p>	0,3

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<b>TASK 3: Access to Information from Written Texts (AIWT)</b>			
16	OP	<p>4 = Any two answers that relate to the pupils getting information from two different places:</p> <ul style="list-style-type: none"> <li>– in the classroom / in school</li> <li>– from the teacher</li> <li>– from pupils' experiences</li> <li>– from the website / computer / Internet.</li> </ul> <p>E.g., They can get information in class; They can ask the teacher questions; At school; On the school website.</p> <p>2 = only one correct answer</p> <p>0 = other</p> <p><b>Note 1:</b> If the pupil wrote two answers that refer to the same place, assess as one answer. E.g., website and computer</p> <p><b>Note 2:</b> If the pupil wrote both answers on the same line, assess as if they were written on two lines.</p>	0,2,4
17	MC	<p>3 = (b) the volunteer program for 8th grade pupils</p> <p>0 = other</p>	0,3
18	MC	<p>3 = (d) When you volunteer you can make a real change.</p> <p>0 = other</p>	0,3

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<b>TASK 4: Access to Information from Written Texts (AIWT)</b>			
<b>Task Item #</b>	<b>Item Type</b>	<b>Scoring Key</b>	<b>Possible Values</b>
19	MC	2 = (d) People don't use money there. 0 = other	0,2
20	MC	3 = (a) a bag and books 0 = other	0,3
21	MC	3 = (b) you can get items without using money 0 = other	0,3
22	OP	3 = Any answer that relates to the family liking the lamp. E.g., They loved it; They were very happy and loved the lamp; They think the gift is good. 0 = other	0,3
23	MC	3 = (b) someone's old items become someone else's new ones 0 = other	0,3
24	MC	3 = (a) Don't throw anything away! Bring it to our store. 0 = other	0,3
25	OP	3 = The pupil wrote a coherent answer using comprehension of the concept of a store like "Old is New". E.g., Yes, because I don't have a lot of money; I don't want to go because I don't like old things; Yes, I would go to a store like this because I have many things to give. 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												
26	MC	3 = (c) like turtles, some people carry their houses with them 0 = other	0,3												
27	MC	3 = (d) to find a place with food for the animals to eat 0 = other	0,3												
28	MC	3 = (b) When there is a lot of rain. 0 = other	0,3												
29	MC	4 = (a) <i>Caravans</i> have wheels. 0 = other	0,4												
30	OP	<table border="1"> <thead> <tr> <th>Type of house</th> <th>People who live/lived there</th> <th>Made of...</th> </tr> </thead> <tbody> <tr> <td>a. ger</td> <td>people in Mongolia</td> <td>fabric</td> </tr> <tr> <td>b. bulla</td> <td>C. (people in) Uganda</td> <td>straw</td> </tr> <tr> <td>tepee</td> <td>d. (people in) America / (Native) (American) Indians / Natives</td> <td>e. (pieces of) (animal) skin; (long sticks of) wood</td> </tr> </tbody> </table> <p>3 = five correct answers 2 = four or three correct answers 1 = two or one correct answers 0 = other</p>	Type of house	People who live/lived there	Made of...	a. ger	people in Mongolia	fabric	b. bulla	C. (people in) Uganda	straw	tepee	d. (people in) America / (Native) (American) Indians / Natives	e. (pieces of) (animal) skin; (long sticks of) wood	0-3
Type of house	People who live/lived there	Made of...													
a. ger	people in Mongolia	fabric													
b. bulla	C. (people in) Uganda	straw													
tepee	d. (people in) America / (Native) (American) Indians / Natives	e. (pieces of) (animal) skin; (long sticks of) wood													
31	OP	4 = Any answer that relates to the ability to move the house from place to place. E.g., To move quickly; This is important because it is easy to move from place to place. 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>
32CA Communicative ability	OP	See instructions below.	0–6
32VO Vocabulary	OP	See instructions below.	0–3
32AC Accuracy	OP	See instructions below.	0–9
32LE Length	OP	See instructions below.	0–2
<p>Assess pupils' 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.</p> <p><b>Note 1:</b> The intermediate levels are for levels of writing that fall between the detailed descriptions in Communicative Ability and Accuracy.</p> <p><b>Note 2:</b> If the content isn't relevant, give 0 for all criteria.</p>			

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<b>Communicative Ability</b>	
<ul style="list-style-type: none"> <li>All information is relevant to the topic</li> <li>Message is clear and easy to follow</li> </ul>	6
	5
<ul style="list-style-type: none"> <li>Information is relevant to the topic, but limited</li> <li>Message is mostly clear and organized</li> </ul>	4
	3
<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> </ul>	2
	1
<ul style="list-style-type: none"> <li>Does not write in English</li> <li>Only copies instructions</li> </ul>	0

<b>Vocabulary</b>	
<ul style="list-style-type: none"> <li>Vocabulary is varied and appropriate</li> </ul>	3
<ul style="list-style-type: none"> <li>Vocabulary is appropriate</li> </ul>	2
<ul style="list-style-type: none"> <li>Vocabulary is limited</li> </ul>	1
<ul style="list-style-type: none"> <li>Writes isolated words</li> <li>Only copies instructions</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>• Mostly correct use of compound or 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>• Partially 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>• Occasional errors in spelling, punctuation and capitalization</li> </ul>	6
	4–5
<ul style="list-style-type: none"> <li>• Mostly incorrect simple sentence structure (subject, verb, and correct word order)</li> <li>• Many errors of subject–verb agreement, tense, pronouns, articles and prepositions</li> <li>• Many errors in spelling, punctuation and capitalization</li> </ul>	3
	1–2
<ul style="list-style-type: none"> <li>• Not enough language to assess accuracy</li> <li>• Does not write in English</li> <li>• Writes isolated words</li> <li>• Only copies instructions</li> </ul>	0

<b>Length</b>	
<ul style="list-style-type: none"> <li>• Writes at least 70 words</li> </ul>	2
<ul style="list-style-type: none"> <li>• Writes between 60–69 words</li> </ul>	1
<ul style="list-style-type: none"> <li>• Writes 59 words or less</li> <li>• Only copies instructions</li> </ul>	0

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Appendix

Scoring Examples of the Written Presentation Task

Example 1

Hello my name is xxxx and I go to tell you about event that was special for my. It's hapend in bar mitzva of my friend (xxxx). I go to his bar mitzvah in "Shaarey hair". When I enter to "Shaary hair" I saw a beautiful girl (michal) (it's not the real name) I thank "waw she so beautiful". Then I stand that is siste of my friend and all the bar mitzvah I thank aboat his sister (I fall in love in his sister) after the bar mitzvah I think about this "now I fall in love in sister of my frind it's not nice to me. (from this event to today 5 month and I feeling love in his sister because she so beautiful girl. It's very special event to me.

(133 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0–6	5	The information is relevant and mostly clear and organized. It is easily understood that he fell in love with his friend's sister and that made the Bar-Mitzvah special for him. The message doesn't give enough information about the event itself, therefore a point was deducted.
<b>Vocabulary (VO)</b>	0–3	2	The vocabulary is not varied. The use of the verbs: <i>enter</i> , <i>think</i> , <i>saw</i> , and the words: <i>beautiful</i> , <i>friend</i> , <i>special</i> , is appropriate to the topic.
<b>Accuracy (AC)</b>	0–9	4	Most sentence structures are partially correct, e.g., "I go to tell you..." There are many errors in attempted complex sentences, e.g., "then I stand that is siste of my friend". There are many spelling and punctuation errors, e.g., <i>frind</i> , <i>aboat</i> .
<b>Length (LE)</b>	0–2	2	The pupil wrote enough words.

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Example 2

I race in my bike with my friends yesterday, in the nighat I race and my dog run with me and with my friends but the dog are play and I fell very happy because the dog every time sad and sleep, it's a very time happy. I love the dog and he love me, I wont every day travel my dog because I like yesterday I fell very happy.

(70 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0–6	3	The message is difficult to follow. Information is limited and somewhat relevant to the topic, but it doesn't state exactly what the event was.
<b>Vocabulary (VO)</b>	0–3	2	There is use of varied words, e.g., <i>race, sleep, travel</i> .
<b>Accuracy (AC)</b>	0–9	3	There are many mistakes in the sentence structure which make it difficult to understand what the writer is trying to say, e.g., " <i>I race and my dog run with me and with my friends but the dog are play...</i> " Sentences are mostly incorrect, e.g., " <i>I want everyday travel my dog...</i> " There are many punctuation and capitalization errors. There are some spelling errors, e.g., <i>nighat, fell</i> .
<b>Length (LE)</b>	0–2	2	The pupil wrote enough words.

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**Example 3**

I wand to wirte about event that was speciel for me the event is my birdhay in event this my mother, father, sister my family and my friend's the event in event happened fun very fun we danced and songed I was feel very happy because all my friend and all my family withy was my its was a event special for my and for all my family and my friends.

(71 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0–6	3	The information is limited yet relevant to the topic. The information is not organized and the message is difficult to follow.
<b>Vocabulary (VO)</b>	0–3	1	The vocabulary is limited and repetitive.
<b>Accuracy (AC)</b>	0–9	3	The sentences are mostly incorrect, e.g., " <i>the event in event happened fun; the event is my birdhay in event this my mother.</i> " There are many punctuation and capitalization errors. The whole text is written as one sentence.
<b>Length (LE)</b>	0–2	2	The pupil wrote enough words.

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Example 4

The main event in me life is me first goal. I and me frind in a match ageinst nchart (נצרת), great attack for as and I jump for the ball with me head. And the goal keepr save it for kora gret ball to me head and... It's a hedar kora and agin ball to me. Just to me leg I kick the ball it's in me first goal to me team 1-0 in the end.

(76 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0–6	2	The information is relevant to the topic. The message is unclear and difficult to follow because of incorrect use of English vocabulary, e.g., "Its a hedar kora and agin ball to me."
<b>Vocabulary (VO)</b>	0–3	2	There is some use of relevant verbs, e.g., <i>save, kick, jump</i> , and some use of varied vocabulary, e.g., <i>first, head, just</i> .
<b>Accuracy (AC)</b>	0–9	2	There is mostly incorrect use of simple sentence structure, e.g., "I and me frind in a match ageinst nchart (נצרת), great attack for as and I jump for the ball with me head." There are many errors in subject-verb agreement, e.g., "the goal keepr save it." There are many punctuation and spelling errors.
<b>Length (LE)</b>	0–2	2	The pupil wrote enough words.

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Example 5

i will talk about my "bar mitstva". bar mitstva is a jews event when boy get to age 13 they celebrate it. in my bar mitstva i was really exited because all of my friends and family was there. in my bar mitstva I head my "drasha" and then we start dance. after the dancing people take break and go eat something. then they dance again

(66 words)

Criteria	Possible Values	Value Given	Reason
<b>Communicative Ability (CA)</b>	0–6	5	The message is clear and easy to follow. The information is relevant to the topic but a bit limited.
<b>Vocabulary (VO)</b>	0–3	3	Vocabulary is varied and appropriate, e.g., <i>celebrate, dancing, family and friends.</i>
<b>Accuracy (AC)</b>	0–9	7	Partially correct sentence structure, e.g., <i>"all of my friends and family was there, I head my drasha."</i> Errors in complex sentences, e.g., <i>"after the dancing people take break and go eat something."</i> Occasional errors in punctuation, capitalization and spelling.
<b>Length (LE)</b>	0–2	1	Wrote only 66 words.