

**SCORING KEY FOR THE ENGLISH TEST – 8th Grade, Version B  
Meitsav 2005**

## VERSION B

<b>TASK 1: Access to information from spoken texts</b>				
<b>Running Q</b>	<b>Task Item #</b>	<b>Question Type</b>	<b>Answer Key</b>	<b>Scoring Range</b>
1	1	CL	b	
2	2	CL	b	
3	3	CL	c	
4	4	CL	a	
5	5	OP	1= two or (2) 0= other	0-1
<b>TASK 2: Access to information from spoken texts</b>				
<b>Running Q</b>	<b>Task Item #</b>	<b>Question Type</b>	<b>Answer Key</b>	<b>Scoring Range</b>
6	1	CL	d	
7	2	CL	b	
8 (table)	3a (Mike)	OP	1= only "school uniforms" 0= other	0-1
9 (table)	3b (Jody)	OP	2= only "cleaning the school + school uniforms" 1= ticked one or two answers, one correct answer 0= other	0-2
10	4	OP	1= November 5, November 5 <sup>th</sup> , 5 <sup>th</sup> November, 5 November, November 0= other (e.g. November 6 <sup>th</sup> )	0-1

<b>TASK 3: Access to information from written texts</b>				
<b>Running Q</b>	<b>Task Item #</b>	<b>Question Type</b>	<b>Answer Key</b>	<b>Scoring Range</b>
11	2	CL	a	
12	3	CL	f	
13	4	CL	g	
14	5	CL	b	
<b>TASK 4: Access to information from written texts</b>				
<b>Running Q</b>	<b>Task Item #</b>	<b>Question Type</b>	<b>Answer Key</b>	<b>Scoring Range</b>
15	1	CL	a	
16	2	CL	b	
17	3	OP	1= how a news broadcast is prepared 0= other	0-1
18	4	CL	b	
19	5 (a and b)	OP	Examples: <ul style="list-style-type: none"> <li>• breakfast</li> <li>• lunch</li> <li>• notebook</li> <li>• pen</li> <li>• meals</li> <li>• food</li> </ul> 2= two of the examples above 1= one of the examples above 0= none of the above	0-2

<b>TASK 5: Access to information from written texts</b>				
<b>Running Q</b>	<b>Task Item #</b>	<b>Question Type</b>	<b>Answer Key</b>	<b>Scoring Range</b>
20	1	CL	b	
21	2 (a and b)	OP	<p>Examples:</p> <ul style="list-style-type: none"> <li>• to feed the dog</li> <li>• to brush the dog</li> <li>• to take care of the dog</li> <li>• to walk the dog</li> <li>• to be with the dog</li> </ul> <p>2= two of the examples above 1= one of the examples above 0= none of the above</p>	0-2
22	3 (a and b)		<p>Examples:</p> <ul style="list-style-type: none"> <li>• food</li> <li>• vet</li> <li>• medicine</li> <li>• special food</li> </ul> <p>2= two of the examples above 1= one of the examples above 0= none of the above</p>	0-2
23	4	CL	<p><b>Completion</b></p> <p>1= sport(s) / exercise / activity 0= other</p>	0-1
24	5	OP	<p>1= four or (4) 0= other</p>	0-1

<b>TASK 6: Written presentation</b>				
<b>Running Q</b>	<b>Task Item #</b>	<b>Question Type</b>	<b>Answer Key</b>	<b>Scoring Range</b>
25	Communicative ability	OP	See instructions below	0-5
26	Accuracy	OP	See instructions below	0-5
<p><b>Evaluate the task according to the scale below, which describes writing performance at three levels: 5, 3 and 1. The intermediate levels (4 and 2) are for levels of writing that fall between the detailed descriptions. The students should receive one grade for communicative ability and one for accuracy for the entire task (NOT per sentence).</b></p>				
<b>Communicative Ability</b>			<b>Accuracy</b>	
<ul style="list-style-type: none"> <li>• All information is relevant to the topic</li> <li>• Message is clear</li> <li>• Text is well organized/appropriate to text type</li> <li>• Vocabulary is varied and appropriate</li> <li>• Length: 25-35 words</li> </ul>	<b>5</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</li> <li>• Occasional errors of agreement, tense, pronouns, articles, prepositions and spelling</li> <li>• Correct punctuation and capitalization</li> </ul>	<b>5</b>	
	<b>4</b>		<b>4</b>	
<ul style="list-style-type: none"> <li>• Some information is relevant to the topic</li> <li>• Message is sometimes difficult to follow</li> <li>• Text has some organization/somewhat appropriate to text type</li> <li>• Vocabulary is adequate and is generally appropriate</li> <li>• Length: 15-25 words</li> </ul>	<b>3</b>	<ul style="list-style-type: none"> <li>• Occasional errors in simple sentence structure</li> <li>• Errors in complex sentences if attempted</li> <li>• Some errors of agreement, tense, pronouns, and articles prepositions, and spelling</li> <li>• Some errors in punctuation and capitalization</li> </ul>	<b>3</b>	
	<b>2</b>		<b>2</b>	
<ul style="list-style-type: none"> <li>• Information is mostly irrelevant to the topic</li> <li>• Message can barely be understood</li> <li>• Text is poorly organized/inappropriate to text type</li> <li>• Vocabulary is limited</li> <li>• Length: less than 15 words</li> </ul>	<b>1</b>	<ul style="list-style-type: none"> <li>• No evidence of sentence structure</li> </ul>	<b>1</b>	
<p>Only copies instructions Writes isolated word/s Does not write in English</p>				<b>0</b>

**TASK 7: Written presentation**

<b>Running Q</b>	<b>Task Item #</b>	<b>Question Type</b>	<b>Answer Key</b>	<b>Scoring Range</b>
27	Communicative ability	OP	See instructions below	0-5
28	Accuracy	OP	See instructions below	0-5
<p><b>Evaluate the task according to the scale below, which describes scoring rubrics for three levels of writing: 1, 3 and 5. The intermediate levels (2 and 4) are for levels of writing that fall between the detailed descriptions. The students should receive one combined grade for the entire task (NOT per sentence).</b></p>				
<b>Communicative Ability</b>			<b>Accuracy</b>	
<ul style="list-style-type: none"> <li>• All information is relevant to the topic</li> <li>• Message is clear</li> <li>• Text is well organized/appropriate to text type</li> <li>• Vocabulary is varied and appropriate</li> <li>• Length: 50-70 words</li> </ul>		<b>5</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</li> <li>• Occasional errors of agreement, tense, pronouns, articles, prepositions and spelling</li> <li>• Correct punctuation and capitalization</li> </ul>	<b>5</b>
		<b>4</b>		<b>4</b>
<ul style="list-style-type: none"> <li>• Some information is relevant to the topic</li> <li>• Message is sometimes difficult to follow</li> <li>• Text has some organization/ somewhat appropriate to text type</li> <li>• Vocabulary is adequate and is generally appropriate</li> <li>• Length: 35-50 words</li> </ul>		<b>3</b>	<ul style="list-style-type: none"> <li>• Occasional errors in simple sentence structure</li> <li>• Errors in complex sentences if attempted</li> <li>• Some errors of agreement, tense, pronouns, and articles prepositions, and spelling</li> <li>• Some errors in punctuation and capitalization</li> </ul>	<b>3</b>
		<b>2</b>		<b>2</b>
<ul style="list-style-type: none"> <li>• Information is mostly irrelevant to the topic</li> <li>• Message can barely be understood</li> <li>• Text is poorly organized/inappropriate to text type</li> <li>• Vocabulary is limited</li> <li>• Length: less than 35 words</li> </ul>		<b>1</b>	<ul style="list-style-type: none"> <li>• No evidence of sentence structure</li> </ul>	<b>1</b>
<p>Only copies instructions Writes isolated word/s Does not write in English</p>				<b>0</b>

