

Table of Specifications of the Meitzav Examination: Eighth Grade

May 2009

Domain	Relevant Benchmarks	No. of Tasks	Possible Text Types	Language	Length of Texts	Possible Item Types	Possible Categories of Comprehension Questions*
<p>Access to Information from Spoken Texts</p> <p>20%</p>	<ul style="list-style-type: none"> ▪ understand the main ideas and supporting details in a text and use this knowledge as needed ▪ identify different text types and use this knowledge as needed ▪ identify explicit opinions and feelings ▪ locate relevant information for a specific purpose 	2	<ul style="list-style-type: none"> ▪ advertisement ▪ announcement ▪ conversation ▪ interview ▪ message ▪ news report ▪ oral presentation ▪ speech ▪ story ▪ weather report ▪ excerpt from a lesson 	<ul style="list-style-type: none"> ▪ Sentence Structure: simple, compound and some complex sentences ▪ Vocabulary: high frequency words (related to general issues) ▪ Verbs: a variety of tense forms, such as past simple, past progressive, present simple, present progressive, future, present perfect, imperative 	<p>Level One approximately 80 – 100 seconds</p> <p>Level Two approximately 100 – 120 seconds</p>	<ul style="list-style-type: none"> ▪ filling in a chart / table ▪ matching ▪ multiple-choice ▪ open-ended (e.g. wh-questions and sentence completion) ▪ sequencing 	<ul style="list-style-type: none"> ▪ Literal ▪ Integration ▪ Inference

ראמ"ה: מדידה בשירות הלמידה

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מבחן המיצ"ב באנגלית לכיתה ח', עמוד 1 מתוך 4 עמודים

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<p>Access to Information from Written Texts</p> <p>60%</p>	<ul style="list-style-type: none"> ▪ understand the main ideas and supporting details in a text and use this knowledge as needed ▪ understand the structure and conventions of different text types and use this knowledge as needed ▪ identify different text types and use this knowledge as needed ▪ identify explicit opinions and feelings ▪ draw inferences in order to identify points of view in a text, distinguishing fact from opinion ▪ extract / interpret information from visual data 	3	<ul style="list-style-type: none"> ▪ advertisement ▪ article / report ▪ book cover ▪ brochure ▪ comic strip ▪ diary entry ▪ graph ▪ letter / email ▪ message ▪ notice ▪ postcard ▪ review ▪ short expository text ▪ story ▪ timetable / schedule ▪ travel guide ▪ web page 	<ul style="list-style-type: none"> ▪ Sentence Structure: simple, compound and some complex sentences ▪ Vocabulary: high frequency words (related to general issues / themes) ▪ Verbs: a variety of tense forms, such as past simple, past progressive, present simple, present progressive, future, present perfect, imperative 	<p>Level One (two texts) approximately 150 – 180 words</p> <p>Level Two (one text) approximately 250 – 300 words</p>	<ul style="list-style-type: none"> ▪ filling in a chart / table ▪ matching ▪ multiple-choice ▪ open-ended (e.g. wh-questions and sentence completion) ▪ sequencing 	<ul style="list-style-type: none"> ▪ Literal ▪ Integration ▪ Inference

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Written Presentation 20%	<ul style="list-style-type: none"> ▪ describe people, places, things and events ▪ react to the content of something read or seen ▪ produce a short piece of coherent writing that conveys personal experiences ▪ express ideas and opinions about general topics and experiences using main ideas and supporting details 	2	<p>Level One 50 – 70 words</p> <p>Level Two 80 – 100 words</p>	<ul style="list-style-type: none"> ▪ article (e.g. for school newspaper) ▪ description ▪ extended form ▪ friendly letter ▪ short composition ▪ story ▪ email ▪ opinion 	<p>Communicative Ability</p> <ul style="list-style-type: none"> ▪ relevance ▪ clarity of message ▪ organization ▪ appropriateness to text type ▪ vocabulary ▪ length <p>Accuracy</p> <ul style="list-style-type: none"> ▪ use of basic syntactical and grammatical structures (word order and verb form) ▪ spelling ▪ basic punctuation and capitalization

Domain	
Social Interaction	Guidelines to be posted at a later date. See www.education.gov.il/english and/or www.education.gov.il/rama for details.

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* 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 experiences in order to produce a response that is not explicitly stated in the text. It also entails questions that require identification of a specific text type.

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