

# SCORING KEY FOR THE ENGLISH TEST - Grade 8

## Meitsav 2002

### General Instructions

- For all questions: if student has not marked an answer, put "M" on answer sheet.
- For all multiple-choice questions: put student's answer on answer sheet (whether or not it is the key).
- For all open-ended questions: give appropriate score based on the scoring instructions below.

Q	TASK	KEY	SCORE RANGE
<b>TASK 1 Access to Information from Spoken Texts</b>			
1	a	3	0-1
2	b	4	0-1
3	c	blank	0-1
4	d	1	0-1
5	e	blank	0-1
6	f	2	0-1
<b>TASK 2 Access to Information from Spoken Texts</b>			
<b>Note: for this task, do not take off points for spelling or grammar; grade on content only.</b>			
5	1	תשובה מלאה (2 נק'): <u>לדוגמה</u> : חרדת בחינות (test anxiety) <u>אן</u> לומד לבחינות ואחר כך שוכח מה שלמד תשובה חלקית (1 נק'), <u>לדוגמה</u> : בחינות (tests)	0-2
6	2a+b	1 נק' לכל עצה נכונה, מקסימום 2 נק' <u>דוגמאות</u> : <ul style="list-style-type: none"> <li>▪ להתחיל ללמוד כמה ימים או שבוע לפני המבחן</li> <li>▪ לשאול את עצמו שאלות על החומר</li> <li>▪ לבקש מהורים או חברים לשאול אותו על החומר</li> <li>▪ להירגע בלילה לפני המבחן או ליהנות בלילה לפני המבחן</li> <li>▪ לישון הרבה בלילה לפני המבחן</li> <li>▪ לעבור על החומר יותר מפעם אחת</li> </ul>	0-2

Q	TASK	KEY	SCORE RANGE
<b>TASK 3 Access to Information from Written Texts</b>			
7	1	MC	
8	2	MC	
9	3	MC	
11	4	MC	
12	5	MC	
<b>TASK 4 Access to Information from Written Texts</b> <b>For this task, do not take off points for spelling or grammar; grade on content only.</b>			
13	1	Simms	0-1
14	2	17	0-1
15	3	USA (America)	0-1
16	4	English <u>and</u> Hebrew (must write both)	0-1
	5	Yes	0-1
17	5a+b	<ul style="list-style-type: none"> <li>▪ coach football team</li> <li>▪ babysit</li> </ul>	0-2
18	6	MC	
<b>TASK 5 Access to Information from Written Texts</b>			
21	1	MC	
22	2	MC	
23	3	MC	
24	4	writer	0-1
25	5	<b>4213</b> - 2 points; <b>4123</b> - 1 point	0-2
26	6	MC	

<b>TASK 6 Written Presentation</b>	
<b>Evaluate each sentence according to the writing scale below.</b>	
<b>The intermediate levels (2, 4) are for sentences that fall between the detailed descriptions.</b>	
Fulfills task: <ul style="list-style-type: none"> <li>• Complete sentence</li> <li>• Correct use of grammar and spelling or minor errors</li> <li>• Correct use of vocabulary</li> <li>• Provides relevant/accurate information about picture</li> </ul>	<b>5</b>
	<b>4</b>
Partially fulfills task: <ul style="list-style-type: none"> <li>• Incomplete sentence</li> <li>• Some grammar and or spelling mistakes that do not affect comprehensibility</li> <li>• Some problems in use of vocabulary</li> <li>• Provides generally relevant/accurate information about picture</li> </ul>	<b>3</b>
	<b>2</b>
Minimally addresses task: <ul style="list-style-type: none"> <li>• Sentence is not complete and/or other major problems in sentence structure</li> <li>• Major grammar and/or spelling mistakes that affect comprehensibility</li> <li>• Vocabulary inadequate</li> <li>• Provides irrelevant or inaccurate information about picture</li> </ul>	<b>1</b>

Q	TASK	KEY	SCORE RANGE
27	1	<u>Examples of 5 point sentences:</u> <ul style="list-style-type: none"> <li>▪ The dinosaur bought jewelry at the store.</li> <li>▪ The dinosaur is carrying a bag from the store.</li> <li>▪ The dinosaur is wearing necklaces/jewelry/a ring/bracelets.</li> <li>▪ The store is having a sale.</li> <li>▪ The owner of the jewelry store is happy/glad.</li> <li>▪ The owner is waving to the dinosaur.</li> <li>▪ He hopes the dinosaur will come back to the store</li> <li>▪ There is a cafe next to the jewelry shop.</li> <li>▪ The waiter is carrying a tray.</li> <li>▪ The waiter is surprised/scared to see a dinosaur.</li> <li>▪ There is a lady at the cafe.</li> <li>▪ She is surprised/scared/shocked to see a dinosaur.</li> <li>▪ She is looking at the dinosaur.</li> </ul>	0-5
28	2		0-5
29	3		0-5
30	4		0-5

**TASK 7 Written Presentation**

Q	TASK/ SUB	KEY	SCORE RANGE
31	1	See Instructions below	0-10

Evaluate the task according to the scale below, which describes scoring rubrics for three levels of writing: 1, 3, and 5 points. The intermediate levels (2 and 4 points) are for levels of writing that fall between the detailed descriptions. The student should receive one combined grade for the entire task (NOT per sentence).

Communicative Ability	Points	Accuracy	Points
Fulfills the task: <ul style="list-style-type: none"> <li>information is relevant</li> <li>message is clear</li> <li>letter is well organized</li> <li>includes information about past and present activities</li> <li>vocabulary is varied and appropriate</li> </ul>	<b>5</b>	Correct use of basic language structures  Minor spelling and punctuation mistakes	<b>5</b>
	<b>4</b>		<b>4</b>
Partially fulfills the task: <ul style="list-style-type: none"> <li>most of the information is relevant</li> <li>message can be followed fairly easily</li> <li>vocabulary is generally adequate</li> <li>number of sentences is close to adequate</li> </ul>	<b>3</b>	Limited use of basic language structures  Occasional basic spelling and punctuation mistakes	<b>3</b>
	<b>2</b>		<b>2</b>
Minimally addresses the task: <ul style="list-style-type: none"> <li>irrelevant information</li> <li>reader cannot follow the message</li> <li>vocabulary inadequate</li> <li>inadequate number of sentences</li> </ul>	<b>1</b>	Incorrect use of basic structures  Major errors in spelling	<b>1</b>

