**Literature Tips for the internal exam and summative Assessment**

**Assessment preparation guidelines**

* Questions can be modeled on questions from the Bagrut exams and from the books.
* Questions must relate specifically to the text that has been taught.  Do NOT ask questions that require students to only define a literary term or a thinking skill without applying it to the text.
* The Basic Understanding (LOTS) section of your Summative Assessment may also include questions on vocabulary that you taught during the unit.
* Your Summative Assessment can include multiple-choice questions (these appear on the Bagrut exam, as well).
* The Summative Assessment does NOT include post-reading questions that require creative writing or personal response.

**Assessing your students’ answers**

Whether you are doing Logs or the internal exam, your Summative Assessment/ exam should be marked as follows:

* Module B: content – 100%
* Module D: content – 90%, language – 10%
* Module F: content – 80%, language – 20%

The following tips, which are in accordance with the grading rubrics in the *Handbook*, can help you when assessing students’ answers:

***HOTS and LOTS questions:***

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| **Descriptor** | **Tip** |
| The student has answered the question. | Read the question and the answer together to be sure. |
| The answer is clear and correct. | Points should be deducted for inaccurate details and/or for lack of clarity.  Use the appropriate rubric. |
| The student has provided appropriate supporting details from the text. | Points should be deducted for lack of supporting details.  Use the appropriate rubric. |
| The student has demonstrated understanding of the literary term in the question (if the question relates to a literary term). | Example:  If the question asks what the importance of the setting is to the story, the student has demonstrated that he knows that setting is time and/or place. |

***Extended HOTS question (modules D and F):***

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| **Descriptor** | **Tip** |
| The student has named an appropriate HOTS to answer the question. | Even though it is possible to use more than one HOTS to answer a particular question, students should choose only one HOTS. |
| There is appropriate evidence of the use of the chosen HOTS in the student’s answer. | Look for vocabulary that is directly connected to the chosen HOTS.  See the list of vocabulary for thinking skills in the *Handbook*. |

***Bridging Text and Context questions (modules D and F):***

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| **Descriptor** | **Tip** |
| All of the information in the answer is relevant to the question and accurate. | Deduct for irrelevant and/or inaccurate information according to the rubric. |
| The student has related to both the new information and the text. | This should be clear and explicit. |
| The student has demonstrated understanding of the new information. | In order to make a connection, the student must first show that he understands the new information that he has read. |
| The student has made a clear and appropriate connection between the new information and the text. | This connection should be explicitly stated. |
| The student has provided supporting details from the text. | The details should be specific, not just general statements about the text.  Deduct for missing details according to the rubric. |

* *Note that although the recommended length for a Bridging Text and Context answer is 60-80 words for the D module and 80-100 words for the F module, there is no deduction for answers that are shorter or longer.*

**Teaching your students to properly answer questions**

In order to ensure your students’ success on their Summative Assessments and on the internal exam, it is important to teach them how to properly answer questions.  If your students are taking the internal exam, it is also important to introduce them to the format of the exam.

**Rubrics for the Graded Key Component for Logs**

The use of rubrics allows the teacher to give grades that are both reliable and accurate. Since criteria are provided, students are aware of what is expected of them and of how their work will be assessed.

Rubrics must be used for assessing the Key Component. If doing Logs, students have to include the rubrics that were used to give their grades, together with the actual activities.

There are rubrics in the *Handbook* for the [Bridging Text and Context](http://tlc.cet.ac.il/ShowItem.aspx?ItemID=fd326500-77aa-472a-a553-25b3739015fa&lang=EN) component and the [Post-reading](http://tlc.cet.ac.il/ShowItem.aspx?ItemID=4da2d440-c871-42f6-bf98-541797c1d235&lang=EN) component. **The rubric for Written Presentation for Module G CANNOT be used, as it is not appropriate.**There are also rubrics in the *Handbook* for marking the Summative Assessment.  Use of these rubrics is crucial to ensure accurate grading.

***Note that Bridging Text and Context cannot be used as a graded component for module B.***