**Reading comprehension Tips**

**General guidelines**

1. Look at the deduction charts for grammar and spelling.

Grammar- when it says to deduct 2-3 points that means to deduct 2 points even if there is only one mistake. Deduct 3 points if there are 2 or more mistakes.You can't deduct 1 point in EG on a question worth 8 points.

Spelling- only deduct in G. Deduct a maximum of 1 point for one **or more** spelling **/**capitalization/punctuation mistakes for each question.

2. Look at deductions for content. If you have deducted more than half the points for CONTENT errors, it makes the answer more wrong than right and therefore the grade for that answer is automatically zero even if part of it is still right.

EXAMPLE: Module G- Summer 2017

**Question 2: Why does the writer provide information about the transport involved in the recycling process?**

COMPLETE THE ANSWER.

**To explain why the process can be**…………………………………….. .

Correct answer: *more expensive and polluting than burying the materials in landfills.*

MWTR: *manufacturing new products and to be more expensive and more polluting*.

The first part of the answer “manufacturing new products” is wrong so it would be -4 (if they give 2 answers and one is right and one is wrong, deduct half the points the question is worth). The second part of the answer is missing information: more expensive and polluting THAN what?? Therefore this answer would not get any points.

3. Be very careful about taking the answer from the correct lines.

EXAMPLE: Module G- Summer 2017

Question 7a- The paragraph begins on line 17 but **the question** asks for an answer from lines 19-25. Many students gave answers from lines 17-18.

**Open-ended questions:**

4. Always read the question together with your answer. One must follow the other both content-wise and grammatically. Emphasize to the students that they MUST be sure they understand the question.

5. You can copy directly from the text if it answers the question but be careful to make changes when needed (pronouns/grammar). If you don't, you can lose some or all points.

EXAMPLE: G Summer 2017-

**Question 2: Why does the writer provide information about the transport involved in the recycling process?**

COMPLETE THE ANSWER.

**To explain why the process can be** *more polluting than burying* ***them*** *in landfills (that* ***answer*** *lost 3 points for "them"- should be “materials”) .*

It doesn’t work to just copy words or sentences that are close to the relevant lines without understanding the question and the text.

6. Mistaken idea/problem: This type of question appears occasionally on bagrut exams and many students lose points because they misunderstand it.  Be sure to give one of the bagrut exams from the examples below as a test or a practice exam so that the students become aware of how to answer this type of question.

Students should make sure to write what the question asks (of them) for and not the solution/correct idea.

EXAMPLES: G Summer 2017

Question 7: The title speaks of reconsidering our ideas about waste disposal. Which of our ideas about waste disposal might be wrong?

One correct answer: *Landfills are a wasteful use of land*

Incorrect answer (copied from the text) *“Landfills are not the wasteful use of land people assume them to be”.*

Also in: Module G " The Sense of Smell" (Moed Bet 2012) question #5 and Module G "Driving to Work by Airplane" (Winter 2012) question #8.

**Complete the sentence:**

7. "Why" questions- if you give the "why" (reason) you lose all points.

EXAMPLE: Line 6: *"She injured her head because she wasn't wearing a helmet"*

Correct answer: In line 6 we are told why *she injured her head.*

Incorrect answer: In line 6 we are told why *she injured her head because she wasn't wearing a helmet.*

EXAMPLE: G Summer 2017

**Question 2: Why does the writer provide information about the transport involved in the recycling process?**

COMPLETE THE ANSWER.

To explain why the process can be *more damaging to the environment because it uses up so much fuel.* (This would be a zero)

**Multiple Choice questions**8. For Multiple Choice questions, it should be very clear which answer the student has chosen. If, for any reason, the student has changed his mind, then again the new correct answer should be clearly shown (with an arrow, something in writing or even a different color).**https://ssl.gstatic.com/ui/v1/icons/mail/images/cleardot.gif**

**Writing Task Tips**

You should go through the rubrics with your students so that they know how their writing will be assessed.

**Content**

1. Students must read the instructions for the writing task very carefully and look up words they are unsure of in the dictionary. Each one of the components in the task must be accounted for in the students' writing (unless the task is phrased as "student may"). Leaving out an element of the writing task results in loss of points.

2. Five-point students should be getting full points if they understood the topic. When do they lose points? If the composition is hard to understand in terms of the content / organization (NOT vocabulary or language- don't deduct twice for the same thing).

Students can also lose points for lack of organization. There must be an opening and a conclusion to the composition. If the opening/conclusion is missing, the student loses 1-2 points.

3. Off topic compositions-

\*If the composition is completely off topic- Students were told to give their opinion about using cell phones in class and they wrote about their vacation to London- a complete zero for the entire composition (-40).

BUT if they wrote about the cellphone they got at the end of the school year: -8 for content = misunderstanding of the topic

EXAMPLE- Summer 2017:

**TASK: Can we trust our first impression of a person? Why or why not?**

**"Write a composition stating and explaining your opinion. You may relate to your own experiences and / or that of others."**

\*A number of students wrote about whether or not we can trust people- This would get zero for content (-8)**,** but the rest of the composition is marked according to the rubrics.

Some students only partially misunderstood the task and wrote about whether or not we can trust people based on first impressions. This would lose 2-3 points for content.

Encourage students to check words in the dictionary even if they think they know the meaning. They should read and reread the task. After they work on an outline / writing plan, they should go back and reread the task to make sure that the ideas they've come up with are ON TOPIC. In the concluding paragraph it’s a good idea to tie it into the topic again - to make sure they stayed on topic.

4. Opinion compositions- if they are told to give an opinion, they MUST give an opinion. The opinion CAN be "It depends" and then explained. But it must be clear what they THINK. If not, they lose 4 points**.**

5. List form- deduct 2 points from content.  The composition must be written in sentences with connectors that connect the ideas - not bullet points

**Vocabulary**

6. When there are no mistakes but no instances of rich vocabulary, the pupil usually gets 6 points. The grade can go up or down from there. Rich vocabulary must be used correctly or it will lose points.

7. Register- Students should be discouraged from being too sarcastic or "smart alecky" on the writing task. No profanity*.*Avoid colloquial language*, e.g. “kids”, “great”.*

8. Hebrew/Arabic-English dictionaries: teach your students how to use them. Instruct them not to use a word they don't know. Only use it for validation if they can't remember the word.

For example:  Women can’t lift **liver** things.

If you can't figure out how to say something- SAY SOMETHING ELSE!  OR, think of how to say it differently/more simply in Hebrew or Arabic and then write THAT in English.

**Language**

9. To get the full 16 points, they must have almost no mistakes and use at least 4 instances of advanced language (connectors, passive, gerunds/present and past perfect/conditionals, inversions, etc.). Separate mistakes in basic tenses (more severe) from mistakes in word order/prepositions etc.

10. Don't deduct twice for the same EXACT mistake. If the whole composition is about a bicycle and the student consistently refers to it in plural, deduct once, not 20 times. However, if the student makes other mistakes relating to the plural, you deduct for each mistake.

**Mechanics:**

11. Spelling is worth 4 points and punctuation is worth 4 points. Students can't lose more than 4 points for spelling even if all the words in the entire composition are misspelled. Do not deduct twice for the exact same spelling mistake.

12. If a student has a spelling accommodation, they automatically receive full points for mechanics! BOTH spelling AND punctuation.

13. Punctuation: Instruct your students to skip lines between paragraphs. If there are no paragraphs or every sentence starts on a new line, deduct 2 for punctuation! Capital letters are considered punctuation, not spelling.

14. Length: Look at the chart. Every word is counted (a, I, the), even numbers but NOT THE words in theTITLE. Many points are deducted for inappropriate length so the students should make sure to count words!

\*Don't deduct for extra words!

**MODULE G**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Descriptors** | | | | |
| **Question 8**  **Content and**  **Organization** | * the task is fully on topic * task is well organized * content is easily   understood |  | * the task is partially on topic * text is fairly well   organized   * content is sometimes   hard to follow |  | * task is almost or fully off topic, but it is due to misunderstanding * text is poorly   organized   * content is very hard to follow |
| 8 | 6 | 4 | 2 | 0 |
| **Question 9**  **Vocabulary** | * correct use of varied   and rich vocabulary   * appropriate word /   idiom choice and usage   * use of appropriate   register |  | * correct use of   appropriate  vocabulary   * several errors of words / idiom choice   and usage   * occasional use of inappropriate register |  | * very limited or   inappropriate vocabulary   * frequent errors of   word / idiom choice  and usage   * inappropriate register |
| 8 | 6 | 4 | 2 | 0 |
| **Question 10**  **Language Use** | * correct use of advanced language structures * hardly any errors of   word order, connectors,  pronouns, prepositions |  | * correct use of basic   language structures   * incorrect or no use of   advanced language  structures   * several errors of tense,   word order, connectors,  pronouns, prepositions |  | * consistent incorrect   use of basic language  structures   * frequent errors of word order, connectors,   pronouns, prepositions |
| 16 | 12 | 8 | 4 | 0 |
| **Question 11**  **Mechanics** | * hardly any errors of, spelling, punctuation, capitalization; correct use of paragraphing |  | * occasional errors of   spelling, punctuation,  capitalization, run-ons  limited use of paragraphing |  | * frequent errors of   spelling, punctuation,  capitalization, run-ons; no paragraphing |
| 8 | 6 | 4 | 2 | 0 |