State of Israel Ministry of Education Pedagogical Affairs English Dept. English Inspectorate

Integrating Higher-Order Thinking Skills (HOTS) with the Teaching of Literature



The Teachers' Handbook
Updated Version

Summer 2013

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Please note: There is a site aimed at supporting teachers with the teaching of the literature program. The site is called **T**hinking through **L**iterature and **C**ulture (TLC) and can be accessed at: tle.cet.ac.il

Integrating Higher-Order Thinking Skills (HOTS) with the Teaching of Literature

Introduction

In 2008, the English Inspectorate, in conjunction with the Department for Pedagogical Affairs and the High School Division of the Ministry of Education, announced *The Literature Module Program* for teaching and assessing literature in English in high schools. The program is based on innovative Ministry of Education policy to teach and assess higher-order thinking skills (HOTS) via either a Bagrut examination or school-based assessment (the Log). The program was also a response to teacher feedback concerning the assessment in the Bagrut program of that time.

A pilot program was carried out from January 2008 to January 2009. The results of the pilot program were very encouraging. According to reports by many teachers and students, as a result of integrating HOTS with the learning of literature, students were actively involved in the learning process, their writing improved, and their reading comprehension improved (not only of literary texts, but also of reading unseen passages). Moreover, students applied the HOTS they had learned to other areas of their learning as well as to aspects of their own lives.

Since then, the program has continued to develop, with changes and adjustments in light of feedback from the field, (both teachers and literature counselors), as well as analysis of the exam results and Random Sampling of the Logs. The Literature Handbook, which was originally written to introduce the different facets of the literature program, has been adapted now, taking these changes into account. Detailed guidance for implementation of the program is given in the in-service courses being offered by the English Inspectorate. It is highly recommended to participate in the course in order to be able to prepare your students in a thorough and professional manner. In addition to the Literature Handbook, we also have also created the TLC site (Thinking through Literature and Culture) (tlc.cet.ac.il), to supplement the Handbook and the courses. The TLC site has explanations, information, webcasts, ideas, tables, charts, Unit Planners, and much more.

So far the grades for both the Logs and the exams have been very encouraging. These grades reflect the teachers' successful implementation of the program. Teachers are to be commended for their

professionalism and the hard work they have invested in learning and teaching the program.

My sincerest thanks to the national literature counselors Bari Nirenberg, Adele Raemer, and Judie Segal

who have worked continuously and are constantly willing to help. My thanks also to the English

inspectors and the Advisory Committee, who devoted endless hours discussing and adjusting the program

and to the regional literature counselors for their devoted work, supporting teachers in the field.

It is hoped that this revised Handbook, will facilitate effective implementation of the program. I welcome

any feedback from the field: judysh@education.gov.il.

Dr. Judy Steiner

Chief Inspector for English Language Education

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August 2013

Changes in the Literature Program

The following changes will go into effect in the Summer 2014 Literature exams.

1. The definition of Bridging Text and Context has been changed:

Activities for Bridging Text and Context encourage learners to understand connections between the text, universal themes and relevant information and ideas from other sources. These sources may include the biography and personality of the author, and aspects of the historical, social and cultural contexts of the text. This component may be taught at any stage in the teaching of the unit.

- 2. The weight of the Bridging Text and Context question on the exam has been modified:
 - Four points 15 points instead of 24
 - Five points 20 points instead of 30
- 3. The redistribution of the points is as follows (see the Table of Specifications below for the point distribution):
 - a. Four points one LOTS question has been added
 - b. Five points one HOTS question has been added to the play/novel
- 4. The Justification question has been modified to what is now called the Extended HOTS question:
 - a. In your answer to this question name ONE of the thinking skills from the Appendix (נספה). You can use any HOTS from the list in the Handbook.

b.	Thinking skill I chose:
	Point allocation:

- 10 points for acceptable content
- 5 points for correct integration of the chosen HOTS
- 5. The alternative question will be included until August 2015.
- 6. Students will be required to write a total of 2-3 Reflections, instead of a Reflection for each unit.
- 7. An updated edition of the Literature Handbook will be posted on the site of the English Inspectorate (www.education.gov.il/english) and also on the TLC site (tlc.cet.ac.il), which will include details about the changes.
- 8. Note that the Summative Assessments need to be changed in light of the changes in the Table of Specifications.

In light of the above changes, the Table of Specifications (TOS) has been modified in this Handbook.

June, 2013

Dear English Teachers,

- 1. The Ministry of Education has decided to replace the *mikud* with a "compatibility" document (מסמך הלימה). The purpose of this document is to inform you about which principles/ benchmarks in the English Curriculum will be tested within the Bagrut framework. It includes what students are expected to know for:
 - each module
 - the oral examination
 - the performance task (one point)
 - project work (four-and five points)
 - the extensive reading program.
- 2. Please note the following:
 - a. The number of books required for the extensive reading for students taking the four-and fivepoint Bagrut exam has been reduced by one book i.e. four books instead of five.
 - b. The number of literary pieces for students taking the four-and five-point Bagrut exam/Log has been reduced, as follows:
 - For students taking the F module, two poems have been taken off the list i.e. two poems instead of four.
 - For students taking the D module one short story has been taken off the list i.e. three stories instead of four.
- 3. Obviously, all the principles and benchmarks cannot be tested on a national exam. However, it is essential to include ALL the principles and benchmarks in your teaching, as this will strengthen and improve your students' language abilities.
- 4. This document goes into effect Summer 2014.
- 5. The *mikud* for the Winter English Bagrut exams is the same *mikud* that was for Summer, 2013.

Good luck to you and your students!

Dr. Judy Steiner

Chief Inspector for English Language Education

Literature Module D: Exam and Log (016115)

Students will be able to:	Number of Texts	Higher-Order Thinking Skills
 describe main characters, setting and events in literary texts interpret literary texts discuss themes and conflicts in literary texts recognize the use of literary techniques in a variety of genres express ideas and opinions about literary texts demonstrate awareness of the social and cultural framework within which the literary texts were written compare different cultural practices, behaviors and traditions with their own demonstrate awareness of the author's background and the cultural, historical and/or social themes in literary texts or other cultural products demonstrate awareness of how cultural practices are reflected in various literary and cultural products compare and contrast literary themes and relate to them from a personal perspective analyze and reflect on their learning apply and use higher-order thinking skills 	• 3 short stories • 3 poems	The following are the higher-order thinking skills. The skills in bold are those that are required to be taught to students answering the justification question on the Bagrut exam option: • Applying • Classifying • Comparing and contrasting • Distinguishing different perspectives • Evaluating • Explaining cause and effect • Explaining patterns • Generating possibilities • Identifying parts and whole • Inferring • Making connections • Predicting • Problem solving • Sequencing • Synthesizing • Uncovering motives

Genre	Option One	Option Two
Three Short	"The Treasure of Lemon Brown" by Walter Dean Myers	"The Treasure of Lemon Brown" by Walter Dean Myers
Stories	"Mr. Know All" by W. Somerset Maugham	"A Summer's Reading" by Bernard Malamud
"Thank You, Ma'm" by Langston Hughes "		"Thank You, Ma'm" by Langston Hughes
Three	"Introduction to Poetry" by Billy Collins	"Grandmother" by Sameeneh Shirazie
Poems	"The Road Not Taken" by Robert Frost	"The Road Not Taken" by Robert Frost
	"Count That Day Lost" by George Eliot	"Count That Day Lost" by George Eliot

Literature Module F: Exam and Log (016117)

Students will be able to:	Texts	Higher-Order Thinking Skills
 describe main characters, setting and events in literary texts interpret literary texts discuss themes and conflicts in literary texts recognize the use of literary techniques in a variety of genres express ideas and opinions about literary texts compare and contrast literary themes and relate to them from a personal perspective demonstrate awareness of the social and cultural framework within which the literary texts were written compare different cultural practices, behaviors and traditions with their own demonstrate awareness of how cultural practices are reflected in various literary and cultural products demonstrate awareness of the author's background and the cultural, historical and/or social themes in literary texts or other cultural products analyze and reflect on their learning apply and use higher-order thinking skills 	 one play or novel 3 short stories 2 poems 	The following are the higher-order thinking skills. The skills in bold are those that are required to be taught to students answering the justification question on the Bagrut exam option: Applying Classifying Comparing and contrasting Distinguishing different perspectives Evaluating Explaining cause and effect Explaining patterns Generating possibilities Identifying parts and whole Inferring Making connections Predicting Problem solving Sequencing Synthesizing Uncovering motives

Genre	Option One	Option Two
One Play or	All My Sons by Arthur Miller	All My Sons by Arthur Miller
Novel	The Wave by Morton Rhue	The Wave by Morton Rhue
Three	"Mr. Know All" by W. Somerset Maugham	"The Split Cherry Tree" by Jesse Stuart
Short Stories	"A Summer's Reading" by Bernard Malamud	"A Summer's Reading" by Bernard Malamud
	"Rules of the Game" by Amy Tan	"The Enemy" by Pearl Buck
Two Poems	"As I Grew Older" by Langston Hughes	"Count That Day Lost" by George Eliot
	"The Road Not Taken" by Robert Frost	"The Road Not Taken" by Robert Frost

על פי חוזר מנכייל תשעב/5, ו' בטבת התשעייב, 01 בינואר 2012:

- נבחנים אינטרניים שנבחנו בשאלון וי ספרות (סמל שאלון 16117 או 16177) אינם רשאים להיבחן בשאלון וי (סמל שאלון 16107). הנחיה זו תקפה גם לנבחני משנה בוגרים.
- תלמידים שלמדו בכיתה יי בשנת הלימודים התשע״א, ייבחנו השנה בשאלון וי ספרות (סמל שאלון 16117 או 16177), שמהווה 26% מציון הבחינה ברמת 5 יח״ל.
- תלמידי י״ב שיסיימו את לימודיהם בשנת הלימודים התשע״ב 2012, נבחני משנה בוגרים (נבחנים אינטרניים שלא נבחנו בשאלון וי ספרות, סמל שאלון 16117 או 16177) ונבחנים אקסטרניים בלבד, יורשו להיבחן בשאלון וי (סמל שאלון 16107 לאינטרניים וסמל שאלון 406 לאקסטרניים) רק עד מועד חורף התשע״ד, 2014.
- החל ממועד קיץ התשע"ד, 2014 כל הנבחנים ברמת 4 או 5 יח"ל (אינטרניים, נבחני משנה בוגרים ואקסטרניים) ייבחנו בשאלוני ספרות בלבד.
- הבחינה בעייפ לתלמידים לקויי למידה בספרות ברמת 4 ו-5 יחייל- קיץ 2012: על סמך משוב אשר התקבל ממורים בקשר לתלמידים לקויי למידה אשר נבחנו בעייפ בבחינת הספרות במועד החורף, הוחלט כי בבחינה במועד קיץ יתקיימו התנאים הבאים:
 - $\,$ מודל $\,$ D- התלמידים יהיו פטורים מלענות על השאילות בחלק השני של הבחינה הכתובה.
- מודל HOTS אחת שאילת LOTS אחת פטורים משאילת בחלק התלמידים יהיו פטורים משאילת הצדקה בחלק הראשון והשני של הבחינה.
- הוראות מפורטות בדבר הבחינה בספרות בע"פ לתלמידי לקויי למידה, תתפרסמנה קרוב יותר למועד הבחינה באתר הפיקוח לאנגלית.
- שינוי בהנחיות בשאלונים D ו-F של תכנית הספרות: בנספח של השאלונים יש רשימה של שש מיומנויות השינוי בהנחיות בשאלונים לבחור מהן על מנת לענות על השאלות של ההצדקה. יחד עם זאת,
 Literature Handbook: תלמידים גם יכולים לבחור במיומנויות אחרות מרשימת המיומנויות הרשומות ב-Literature Handbook
 - בכל שאלה ניתן לפנות למפקחים על הוראת האנגלית במחוזות, כמו גם למדריכים אזוריים.

על פי חוזר מנכייל תשס"ח/1, 01 בספטמבר 2009:

Students in the tenth grade cannot take the literature modules.

Key Components of Teaching Literature

The teaching of a literary text consists of the following key components:

- Pre-reading Activity
- Basic Understanding
- Analysis and Interpretation
- Bridging Text and Context
- Post-reading Activity
- Reflection
- Summative Assessment

The following are descriptions of the Key Components:

• Pre-reading Activity

Pre-reading activities motivate the students and encourage involvement in the topic and theme of the text. A Pre-reading activity should start off your unit of literature whenever it is appropriate to do so.

• Basic Understanding of Text

Activities for Basic Understanding ensure that all students have understood the basic story line or literal meaning of a story, play, or poem. This involves the use of lower-order thinking skills (LOTS). Activities should include questions that relate to the literal meaning of the text. It also includes teaching relevant lexical items and relating to grammatical structures when relevant. Activities should include the pre-teaching of high-frequency words that students are unfamiliar with and recycling them. When appropriate, necessary background knowledge that will enable students to understand the text should be taught.

• Analysis and Interpretation

Analysis and interpretation activities encourage learners to probe beyond the literal meaning of the text and may employ relevant literary terms. In addition, activities should include tasks that induce learners to use relevant higher-order thinking skills HOTS. HOTS should be taught explicitly: this may be done before, during or after reading a text. Decisions about when to teach them are driven by the following considerations:

i. the text being studied: length of text, theme, setting, characters.

- ii. the choice of HOTS being introduced: Some HOTS cannot be taught after a text has been read (e.g. prediction) while others cannot be taught before the class has finished reading the text (e.g. synthesis).
- iii. the level of the class.
- iv. teacher preference.

Bridging Text and Context

Activities for Bridging Text and Context encourage learners to understand connections between the text, universal themes and relevant information and ideas from other sources. These sources may include the biography and personality of the author, themes and aspects of the historical, social and cultural contexts of the text. This component may be taught at any stage in the teaching of the unit.

• Post-reading Activity

Post-reading activities offer the students the opportunity to make connections with the text(s) and their own experiences. They allow for self-expression and creative responses after having read and analyzed the text. These activities enable students to apply a more global understanding and interpretation of the text and integrate information from different parts of the text.

Reflection

Activities for Reflection encourage students to articulate their thoughts about what they have learned and their thinking process. The reflection should be personal and relate to the following aspects of studying the text:

- i. reflection on the piece of literature
- ii. reflection on the process of learning and applying HOTS.
- iii. reflection on how this process has influenced their reading of the text, giving specific examples.

Reflection should be done at least 2 -3 times during the program (It is recommended to do it at the beginning, middle and end of the program).

• Summative Assessment

The Summative Assessment provides the students with the opportunity to demonstrate their knowledge, understanding and interpretation of the text, including the specific HOTS studied. The

Summative Assessment for each unit must follow the Table of Specifications for the Literature Bagrut exam (see Table of Contents for page number).

Teachers may add additional parts to their Summative Assessment which reflect their classroom teaching, e.g. vocabulary exercises and additional analysis questions. The assessment is done individually in class and is graded by the teacher. It is possible to have one Summative Assessment for two pieces of literature; the grade is counted for both units.

Please note: The process of learning the literary texts is the same for both the Log and the Bagrut exam, i.e. all seven Key Components are taught for each literary text. The difference between the two is the final assessment of this process, the Log or the Literature Bagrut exam.

Literary Terms for Students Taking Module F

Note: This is a partial list of literary terms which teachers may find useful. Teachers should incorporate the teaching, spiraling and use of literary terms into their Analysis and Interpretation component of their unit when appropriate. Teachers may include other literary terms which are not on this list when they see fit.

General Terms Across Genres Talking about the	Hero/heroine Protagonist	The central male or female character of a literary text. Usually, the hero or heroine has a high moral character and is courageous. The main character of the story or drama, the hero, who is faced with an opposing force he/she must overcome in order to achieve his/her goal.
characters	Antagonist	A person or a natural force that opposes the protagonist in the main conflict of the story or drama.
	Character	A person or a thing presented as a person in a literary text.
	Characterization	What we know about a character. There are three fundamental methods of characterization: 1) direct presentation of the physical and moral aspects of the character by the narrator, either when the character is first introduced in the story, or bit-by-bit throughout the story. 2) The actions and speech of the character, from which the reader infers the traits. 3) The inner thoughts of the character, which are a window to his/her soul.
	Stereotype	Presenting a person as if they represent the social group to which they belong, by using physical appearances, accent, clothing, foods, etc. The emphasis on belonging to the group makes the stereotyped person less individualized.
	Dialogue	The conversations that take place between characters in a literary work of narrative or drama and more rarely, in poetry.

		·
Talking about the plot	Plot	The structure and pattern of events of the story in a narrative or in a drama.
	Climax	This is the point of highest interest, the crisis, and is therefore also at the turning point of the action.
	Conflict	The struggle between opposing forces. At least one of the opposing forces is a character. We designate different kinds of conflict: 1) a struggle against Nature. 2) a struggle against another person. 3) a struggle against society. 4) a struggle within the person themselves. The two sides of the conflict are the protagonist and the antagonist.
	Resolution	The conclusion of the story or drama, when all the problems are solved in one way or another. It's the logical outcome of everything that happened before. It comes after the climax.
	Foreshadowing	Events narrated at an earlier point in the story that hint at and prepare the reader for something that will happen later in the story.
Talking about	Symbolism/symbol	Something which is both itself and also represents an idea, for example a rose may symbolize beauty.
meaning in language	Connotation	The associations which are attached to a word, as opposed to its literal meaning, for example the color green may have the connotation of youth, spring and growth.
	Paradox	A situation or statement that seems to contradict itself, but really doesn't.
	Theme	Usually we can find the theme of a literary work by answering the question: "What is this work about?" Theme looks at the message or general idea of the work.
	Genre	There are different types of literature categorized by subject matter, form and technique; the following are examples of genres: tragedy and comedy, novel and short story, poetry and prose.
Style	Tone	The attitude with which a story is told or the attitude with which something or someone is described, for example, ironic, cynical, humorous.

Terms for Narrative Texts	Short story	A short narrative work. The length of a short story varies from one or two pages up to forty pages.
(Novels and Short Stories) Setting Flashback Novel Narrative Point of View	Setting	The background against which the story unfolds. This includes 1) the geographic location, scenery and the inside of homes or other places; 2) the social community in which the story unfolds (upper class, working class, etc); 3) the season or period (the period of the French Revolution in A Tale of Two Cities)
	Flashback	Providing information about events that happened before the story begins, usually through the memory of one of the characters or by narrating the events to someone. A flashback interrupts the sequence of events that is happening now in the story or play.
	Novel	A narrative work that tells a story that is quite long, usually at least 100 pages.
	Narrative	How the story is told: the style, the characters, descriptions and events that make up the telling of the story.
	Point of View	The focus from which the story or drama is told. The story can be told 1) by one of the characters who experienced the events, 2) by an all-knowing narrator who knows the 'whole' story, or 3) by a character telling someone else's story.

Terms for Poetry	Imagery	Words used in images in poetry that use our five senses: sight, smell, hearing, taste and touch.
	Metaphor	Describing one thing in terms of something else, e.g. the bronze sun.
	Simile	The resemblance of two things, usually introduced by 'like' or 'as'.
	Oxymoron	An image made up of two opposing qualities, or that may seem a contradiction in terms: Bittersweet,
	Rhyme	Used in poetry most often at the end of lines when the last syllables of the words at the ends of the lines share the same sound, homophony. For example: My little horse must think it queer To stop without a farmhouse near (Robert Frost)
	Rhyme scheme	The pattern of rhymed words at the end of lines in a stanza or throughout a poem.
	Stanza	A group of lines which form a unit in a poem. This unit usually repeats itself in the poem.
	Verse	A single line of a poem usually using rhythmed language. Poetic form as distinguished from prose.
	Alliteration	A sound pattern repeated at the beginning of words or repeated within words, usually consonants. For example: "I have stood still and stopped the sound of feet" (Robert Frost).

Terms for Drama	Comedy	A literary text that is funny and ends well, even though there is usually some tension along the way.
	Tragedy	Tragedy is a type of drama that ends badly for the hero or protagonist. It is usually a story that focuses on one person, the protagonist, whose life changes from a happy one to suffering and disaster.
	Scene	A sub-division of an act in a play, but also the place where the action takes place. Usually, each act has several scenes. Many scenes may take place in the same place (scene).
	Act	One of the major divisions of a play. There are usually 5 acts to a play, but sometimes only 3. In any case there are always an uneven number of acts in a play.
	Drama	A literary work that is written in dialogue to be performed by actors acting the story on the stage

Literary Terms for Students Taking Module D

Note: This is a partial list of literary terms which teachers may find useful. Teachers should incorporate the teaching, spiraling and use of literary terms into their Analysis and Interpretation component of their unit when appropriate. Teachers may include other literary terms which are not on this list when they see fit.

Terms from the list for Module F can also be used if they are appropriate for the class and the literary text.

General Terms Across Genres Talking about the characters	Hero/heroine Protagonist	The central male or female character of a literary text. Usually, the hero or heroine has a high moral character and is courageous. The main character of the story or drama, the hero, who is faced with an opposing force he/she must overcome in order to achieve his/her goal.			
	Character	A person or a thing presented as a person in a literary text.			
	Stereotype	Presenting a person as if they represent the social group to which they belong, by using physical appearances, accent, clothing, foods, etc. The emphasis on belonging to the group makes the stereotyped person less individualized.			
	Dialogue	The conversations that take place between characters in a literary work of narrative or drama and more rarely, in poetry.			
Talking about the	Plot	The structure and pattern of events of the story in a narrative or in a drama.			
plot	Climax	This is the point of highest interest, the crisis, and is therefore also at the turning point of the action.			
	Conflict	The struggle between opposing forces. At least one of the opposing forces is a character. We designate different kinds of conflict: 1) a struggle against Nature. 2) a struggle against another person. 3) a struggle against society. 4) a struggle within the person themselves. The two sides of the conflict are the protagonist and the antagonist.			

Talking about	Symbolism/symbol	Something which is both itself and also represents an idea, for example, a rose may symbolize beauty.		
meaning in language	Theme	Usually we can find the theme of a literary work by answering the question: "What is this work about?" Theme looks at the message or general idea of the work.		
	Genre	There are different types of literature categorized by subject matter, form and technique; the following are examples of genres: tragedy and comedy, novel and short story, poetry and prose.		
Terms for Narrative	Short story	A short narrative work. The length of a short story varies from one or two pages up to forty pages.		
Texts (Novels and Short Stories)	Setting	The background against which the story unfolds. This includes 1) the geographic location, scenery and the inside of homes or other places; 2) the social community in which the story unfolds (upper class, working class, etc); 3) the season or period (the period of the French Revolution in A Tale of Two Cities)		
	Flashback	Providing information about events that happened before the story begins, usually through the memory of one of the characters or by narrating the events to someone. A flashback interrupts the sequence of events that is happening now in the story or play.		
	Novel	A narrative work that tells a story that is quite long, usually at least 100 pages.		
	Point of View	The focus from which the story or drama is told. The story can be told 1) by one of the characters who experienced the events, 2) by an all-knowing narrator who knows the 'whole' story, or 3) by a character telling someone else's story.		

Terms for Poetry	Metaphor	Describing one thing in terms of something else, e.g. the bronze sun.
	Simile	The resemblance of two things, usually introduced by 'like' or 'as'.
	Rhyme	used in poetry most often at the end of lines when the last syllables of the words at the ends of the lines share the same sound, homophony. For example: My little horse must think it queer To stop without a farmhouse near (Robert Frost)
	Stanza	A group of lines which form a unit in a poem. This unit usually repeats itself in the poem.

Thinking Skills for Teaching Literature in EFL

The English Inspectorate highly recommends the teaching of higher-order thinking skills (HOTS). The teaching of HOTS not only enhances students' ability to analyze literature, but also gives them the ability to better answer reading comprehension questions in expository texts, and improves their writing skills as well as their thinking skills.

The following are the higher-order thinking skills that are required to be taught to students taking the Bagrut exam (changes will be made to this list periodically).

- a. Comparing and contrasting
- b. Distinguishing different perspectives
- c. Explaining cause and effect
- d. Explaining patterns
- e. Inferring
- f. Problem solving

In addition to these six HOTS, students can choose to use any of the HOTS in the Handbook in order to answer the HOTS questions on the exam.

Teachers who are doing the Log option with their students have to include the teaching of at least six HOTS. Those teachers can decide on which six higher-order thinking skills from the list below, in accordance with their selected literary texts.

Lower-Order Thinking Skills

Thinking Skill	Students will be able to:	Sample Tasks/Questions
Recognizing key vocabulary, setting, characters and events in the text	relate to the literal meaning of the text.	Who? What? Where? When? Do you know? Can you identify?

Higher-Order Thinking Skills

Thinking Skill	Students will be able to:	Sample Tasks/Questions	
Predicting	predict the content or the outcome of the text, either before or during reading based on available information.	How do you think will react?How do you think the story will end?	
Applying	apply previously learned concepts, terms, techniques and skills to new situations.	 How can you apply to your own life? How can you apply to something else you have learned? 	
Inferring	infer implicit meaning from the text by being able to read-between-the-lines.	 What do you think the character meant when s/he said, ""? What does's behavior suggest? What is the purpose or function of this information? What different meanings can be inferred from this line in the poem? 	

Higher-Order Thinking Skills (continued)

Thinking Skill	Students will be able to:	Sample Tasks/Questions
Sequencing	explain how the sequence of events in a text, when not in a chronological order, affects understanding of the text.	 Sequence the events in chronological order. How do flashbacks affect your understanding of the text/plot? Why do you think the events are not in chronological order?
Identifying parts and whole	explain how the parts function together within the whole text.	 How does one part of the story contribute your understanding to the whole text? How does the title/ending relate to different parts of the story/poem/play? What does the rhyme scheme of the poem contribute to the whole poem?
Classifying	categorize the elements of the text according to criteria.	Categorize the characters according to their relationships/values.
Comparing and contrasting	find similarities (comparing) and differences (contrasting) and draw conclusions.	 Compare and contrast the conflicts/ problems/dilemmas in two stories or poems. Compare and contrast the text and the film. Compare and contrast characters in a text.
Explaining patterns	identify and explain different patterns in the text and explain their significance.	 Explain why certain lines/phrases/words are repeated. What behavior does the character repeat? Where is the rhyme scheme of the poem broken and why?
Explaining cause and effect	describe and explain the causal relationships between actions or events in a text.	 What were the results of's action? What caused to think that?

Higher-Order Thinking Skills (continued)

Thinking Skill	Students will be able to:	Sample Tasks/Questions
Distinguishing different perspectives	identify the different perspectives within the text and/or among the readers of the text.	 Identify how different characters respond to a central event in the story. How does your understanding of the characters' actions/events in the story change as you read? Do you share the same perspective as the narrator? Explain. How does your understanding of the story/the character/the scene differ from other students in your class?
Problem solving	identify a problem/dilemma and either identify its solution in the text or suggest a possible solution, taking into account the constraints and the options present in the text.	 Define the problem facing the protagonist. How should decide what to do? What should take / have taken into account? What is the central conflict in this text and how is it resolved? Explain. What dilemma does face at this point in the story?
Uncovering motives	identify motives that explain the character's behavior and support this with evidence from the text.	 Why do you think that did? Support your answer. What made change his/her mind? Give supporting details.
Generating possibilities	create something new on the basis of what is understood from the text.	 Create a new character for the story. Explain how s/he will affect the development (or outcome) of the story. Generate possible options for characters/plot outcomes/sequels or prequels. Add an element/an event to the existing text that influences the development and/or the outcome of the plot.

Higher-Order Thinking Skills (continued)

Thinking Skill	Students will be able to:	Sample Tasks/Questions
Synthesizing	integrate different aspects of/insights to the text.	 Write a summary of the story. How does information we learn later in the text change the way we understand a character/issue/conflict?
Making connections	make connections between specific aspects of the text. make connections between the text and other contexts in relation to theme, historical and cultural contexts or pertinent information from the author's biography.	 How does the description of the setting connect to the characterization of? To what extent do events in the text reflect events in the life of the author? How does your understanding of the story/the character/the scene differ when you learn about a topic related to the literary text?
Evaluating	make judgments about different aspects of the text and justify opinions and/or evaluate someone else's opinion.	 What makes this a good story? Explain. Is a believable character? Explain. Is the resolution of the conflict satisfying? Explain.

Vocabulary for Thinking Skills

This list should be seen as a preliminary list which provides teachers and learners with a spectrum of words and phrases of varying difficulty, for tasks and responses in relation to thinking skills.

Thinking Skill	Vocabulary	
Predicting	predict, suggest, hint, clue, expect, expectation, appears that, what if, speculate	
Applying	apply, relate	
Inferring	infer, deduce, conclude, read between the lines, assume, what are the consequences of this statement?	
Sequencing	order, progression, series, sequence, first, second, next, then, last, at last, simultaneously, subsequently, finally, before, after, after a while, eventually, foreshadow, flashback	
Identifying parts and whole	element, part, whole, belongs, separate, item, unity, missing part, repetition, paragraphs, divide into parts, breakdown, puzzle, major part of the story, connection, split up story, divide into parts, trigger, breakdown, subdivisions, background information, story within story	
Classifying	separate, branch, root, include, exclude, group, order, category, class, hierarchy, belong, part of, element, classify, categorize, sort, arrange, label, match	
Comparing and like, similar, also, similarly, in the same way, likewise, again, unlike, compared to, in contrast with, different than, (compare adjectives) on the contrary, however, although, yet, even thou nevertheless, regardless, despite, while, on the one handon		
Explaining patterns	repeat, repetition, significance, similar, recur arrangement, rule	
Explaining cause and effect cause, effect, result, consequence, end, outcome, ifthen, and in implication, due to, because, thanks to, as a result (of), provoke, splincite, induce, encourage, persuade, development, explanation		
Distinguishing different perspective, point of view, attitude, differences, outside, inside, look from above, looking from the side, however, on the one hand, on the hand, opinion, reader, narrator outlook, standpoint, perception, side		

Vocabulary for Thinking Skills (continued)

Thinking Skill	Vocabulary	
Problem solving	find out, solve, answer, explain, difficulty, resolve, decipher, predicament, trouble, crisis	
Uncovering motives	aim, intention, purpose, goal, cause, object, reason, psychological motivation, drive	
Generating possibilities	create, speculate, make up, propose an alternative, how else would youconjecture, hypothesize, guess	
Synthesizing	conclude, what if?, rewrite, generalize, summarize, blend, integrate, given (this) and (that)	
Making connections	linked, associated, related, connected, reflected, influenced link, bond	
Evaluating	assess, judge, appraise, rate	

Teaching HOTS Explicitly

Research has shown that teaching HOTS explicitly and having students apply them is a valuable metacognitive skill that enriches the students' thinking processes. One of the unique aspects of this literature program is that it incorporates the explicit teaching and application of HOTS.

The following are some points that should be taken into consideration when explicitly teaching HOTS:

- Keep it short. Teaching HOTS should be no more than ten minutes.
- Try to make it experiential. The more memorable it is for the students, the easier it will be for them to access the skill and use it in other areas of their lives, as well as in English.
- Spiral the use of HOTS that were already taught. Remind the students of when they applied the HOTS previously.
- Try and choose ways to teach HOTS that do not require additional texts.

Please <u>click here</u> to see a detailed explanation of implementation in the classroom. Additional ideas, including webcasts, for teaching the HOTS explicitly are posted in <u>the HOTS section</u> of the Literature Program on the TLC site.

Unit Planner

General Guidelines for Using the Unit Planner

- The process of learning the literary texts is the same for both the Log and the Bagrut exam. The difference between the two groups is the assessment of this process.
- It is recommended to spiral HOTS that you have taught previously as much as possible
- Teachers have the choice of where to present Bridging Text and Context.
- Teachers are required to:
 - a. give a grade for at least two Key Components:
 - Summative Assessment
 - additional Key Component(s)
 - b. write short, meaningful comments on the student's reflection (when reflection is included) or at the end of the unit, as appropriate .

For more information about using this Unit Planner, click <u>here</u> to see a PowerPoint presentation on the TLC site. Click <u>here</u> to download an editable Unit Planner.

Unit Planner

Teacher'	s Name:			Date:		
Name of School:		<u> </u>		e taught:		
Name of	Literary T	ext:		Genre: poem/story/play/novel	Level	: 🗆 4 🔲 5
Targeted Higher-Order Thinking Skills (HOTS) for Analysis and Interpretation to be taught explicitly			Targeted HOTS to be Spiraled			
1.						
2.						
3.						
	Relevant Literary Terms to be Taught					
	Targeted Benchmarks in the Domain of Appreciation of Literature and Culture					
Interp Are a other	Recognize the use of literary techniques in a variety of genres Interpret literary texts Are aware of the author's background and the cultural, historical and/or social themes in literary texts or other cultural products Are aware of how cultural practices are reflected in various literary and cultural products				iterary texts or	
Lesson #	Lesson # Date Key Component			Activity/ies		List of attached worksheets (when used)

Personalizing Your Program

While the textbook may give a general base for teaching the literature program, teachers need to be aware of the need to personalize their programs: adapting materials, adding/deducting/ modifying/replacing activities and having fun teaching their students. The Literature Course, as well as the TLC site, will give you ideas for how to do this.

Also, if you are considering using another teacher's Summative Assessment, you must take into consideration whether it truly reflects what **YOU** have taught your students.

The more we enjoy what we are teaching, the more memorable and inspiring our lessons will be.

Rubrics for the Graded Key Component for Log or Exam

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 which is worth 30% of the unit grade for both Log and exam. If doing the Log, 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 <u>Bridging Text and Context</u> component and the <u>Post-reading</u> component. The rubric for Written Presentation for Module G CANNOT be used, as it is not appropriate.

For the Summative Assessment, the rubrics from the Answer Key of the Bagrut exam must be used. (Click here for the rubrics for the exam - Module F and Module D.)

Rubric for Post-reading Graded Component – Module F

Criteria	Descriptors				
Content	 Instructions for task were followed. Content is clearly based on the text. All information is relevant and accurate. Content is well organized. 	 Instructions for task were partially followed. Content is partially based on the text. Some information is relevant and accurate. Content is fairly well organized. 	 Instructions were not followed. Content is not based on the text. Information is irrelevant or inaccurate Content is poorly organized. 		
	80%	40%	0%		
Language	 Correct use of basic language structures. Mostly correct use of advanced language structures. Hardly any errors of mechanics (spelling, punctuation) 	 Mostly correct use of basic language structures. Incorrect or no use of advanced language structures. Some errors of mechanics (spelling, punctuation). 	 Incorrect use of basic language structures. Many errors of mechanics (spelling, punctuation). 		
	20%	10%	0%		

Reminder: When using the Post-reading activity as a graded component, the rubric used to grade must be included in the Log.

Rubric for Post-reading Graded Component – Module D

Criteria	Descriptors		
Content	 Instructions for task were followed. Content is clearly based on the text. All information is relevant and accurate. Content is well organized. 	 Instructions for task were partially followed. Content is partially based on the text. Some information is relevant and accurate. Content is fairly well organized. 	 Instructions were not followed. Content is not based on the text. Information is irrelevant or inaccurate Content is poorly organized.
	90%	45%	0%
Language	 Correct use of basic language structures. Mostly correct use of advanced language structures. Hardly any errors of mechanics (spelling, punctuation) 	 Mostly correct use of basic language structures. Incorrect or no use of advanced language structures. Some errors of mechanics (spelling, punctuation). 	 Incorrect use of basic language structures. Many errors of mechanics (spelling, punctuation).
	10%	5%	0%

Reminder: When using the Post-reading activity as a graded component, the rubric used to grade must be included in the Log.

Rubric for Bridging Text and Context Graded Component Module F

Criteria	Descriptors			
Content	 Answer is well organized. 	 Answer is fairly well organized 	 The answer is poorly organized. 	
	 All information is relevant and accurate. 	 Most information is relevant and accurate. 	 No information is relevant or accurate. 	
	 Answer explicitly states the connection between the new information and the text. 	 The connection between the new information and the text is not clearly stated. 	 Answer does not show connection between the new information and the text. 	
	 Details/examples from the text are given to support the answer. 	 Details/examples given to support the answer are insufficient and/or not entirely appropriate. 	 No details/ examples are given to support the answer. 	
	80%	40%	0%	
Language	 Correct use of basic language structures. Mostly correct use of advanced language structures. Hardly any errors of mechanics (spelling, punctuation). 	 Mostly correct use of basic language structures. Incorrect or no use of advanced language structures. Some errors of mechanics (spelling, punctuation). 	 Incorrect use of basic language structures. Many errors of mechanics (spelling, punctuation). 	
	20%	10%	0%	

There is no deduction for answers shorter/longer than recommended length.

Reminder: When using the Bridging Text and Context activity as a graded component, the rubric used to grade must be included in the Log.

Rubric for Bridging Text and Context Graded Component Module D

Criteria		Descriptors	
Content	 Answer is well organized. 	 Answer is fairly well organized 	 The answer is poorly organized.
Content	 All information is relevant and accurate. 	 Most information is relevant and accurate. 	 No information is relevant or accurate.
	 Answer explicitly states the connection between the new information and the text. 	 The connection between the new information and the text is not clearly stated. 	 Answer does not show connection between the new information and the text.
	 Details/examples from the text are given to support the answer. 	 Details/examples given to support the answer are insufficient and/or not entirely appropriate. 	 No details/ examples are given to support the answer.
	90%	45%	0%
Language	 Correct use of basic language structures. Mostly correct use of advanced language structures. Hardly any errors of mechanics (spelling, punctuation). 	 Mostly correct use of basic language structures. Incorrect or no use of advanced language structures. Some errors of mechanics (spelling, punctuation). 	 Incorrect use of basic language structures. Many errors of mechanics (spelling, punctuation).
	10%	5%	0%

There is no deduction for answers shorter/longer than recommended length.

Reminder: When using the Bridging Text and Context activity as a graded component, the rubric used to grade must be included in the Log.

$Table\ of\ Specifications\ for\ Literature\ Bagrut\ Exam-Module\ F$

	Part A								
Benchmarks	# of Questions	Weighting	Item Description	Possible Item Types	Assessment Criteria				
• describe main characters, setting and events in literary texts • interpret literary texts • recognize the use of literary techniques in a variety of genres	Short story/poem: 2 Basic Understanding 2 Analysis and Interpretation Play or Novel: 2 Basic Understanding 3 Analysis and Interpretation Total # of questions: 4 Basic Understanding 5 Analysis and Interpretation	Total = 80% 4 Basic Understanding questions worth 5 pts each (5x4=20) 3 Analysis and Interpretation questions = worth 10 pts each (10x3=30) 2 Analysis and Interpretation questions worth 15 pts (15x2=30) The 15 points consist of: • 10 points for the answer to the question • 5 points for using the chosen HOTS appropriately in the answer	Students answer questions on (a) a short story or poem and (b) a play or novel. For each text, students: • answer two Basic Understanding questions • answer one (for short story or poem) or two (for play or novel) Analysis and Interpretation question that may include understanding of literary terms. • answer one Analysis and Interpretation question that may include understanding of literary terms where they: a. Name the HOTS they chose to answer the question from the list of HOTS in the appendix. They can use any HOTS from the list in the Handbook. b. Answer the question showing evidence of the appropriate use of the chosen thinking skill.	multiple-choice sentence completion open-ended extended answer	Content 80% Coherence Relevance Supporting information Accuracy of reporting Language 20% Grammar Spelling Punctuation				

Table of Specifications for Literature Bagrut Exam- Module F (continued)

	Part B									
Benchmarks	# of Questions	Weighting	Item Description	Possible Item Types	Assessment Criteria					
Students: • understand connections between the text, universal themes, relevant information and ideas from other sources. These sources may include the biography and personality of the author, themes and aspects of the historical, social and cultural contexts of the text.	1	20%	Students are given new background information about a literary text studied in class. Students explain how the background information is connected to an aspect of the text. (Recommended length: 80-100 words.)	extended answer (paragraph)	Content: 80% Coherence Accurate and explicit connection between the literary text and the new information. Supporting details from the text. Language 20% Grammar Spelling Punctuation					

Rubrics for Marking Module F

Rubric 1: LOTS questions (Question is worth 5 points.)

Criteria	Descriptors					
Content	Answer is correct.		 Answer is partially correct. 		Answer is incorrect.	
	4		2		0	
Language	 Correct use of grammar, vocabulary, spelling and punctuation. 		 Partially correct use of grammar, vocabulary, spelling and punctuation. 		 Incorrect use of grammar, vocabulary, spelling and punctuation. 	
	1		0.5		0	

^{*} If the content is incorrect (0) the entire answer gets 0. There are no points granted for language for an incorrect answer. In-between points can be given.

Rubrics for Marking Module F (continued)

Rubric 2: HOTS questions (Question is worth 10 points.)

Criteria	Descriptors						
Content	 Answer is correct. The answer includes supporting details/examples when necessary. Message is clear. 		 Answer is partially correct. The answer does not include sufficient details examples when necessary. Message is partially clear. 		 Answer is incorrect. The answer is general and does not relate to the text. Message is unclear. 		
	8	6	4	2	0		
Language	 Correct use of grammar, vocabulary, spelling and punctuation. 		 Partially correct use of grammar, vocabulary, spelling and punctuation. 		 Incorrect use of grammar, vocabulary, spelling and punctuation. 		
	2		1		0		

^{*} If the content is incorrect (0) the entire answer gets 0. There are no points granted for language for an incorrect answer. In-between points can be given.

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Rubrics for Marking Module F (continued)

Rubric 3: Extended HOTS question (Question is worth 5 points.)

Extended HOTS questions are worth 15 points each, 10 points for the answer and 5 points for use of the HOTS.

Note that this rubric should be used in addition to the Rubric for HOTS Questions – Module F.

Criteria	Descriptors					
Content	 The chosen thinking skill is appropriate. There is appropriate evidence of the use of the thinking skill. 	 The chosen thinking skill is appropriate. There is partial evidence of the use of the thinking skill. 	 The chosen skill is appropriate but there is no evidence of its use. OR The chosen thinking skill is not appropriate. 			
	5	3	0			

Note: There are no language criteria for this part because language is included in the rubric for HOTS questions.

^{*} If the content of the answer to the HOTS question is incorrect, and has received a 0, do not give points for the use of the thinking skill.

Rubrics for Marking Module F (continued)

Rubric 4: Bridging Text and Context (20 Points)

Criteria			Descriptors		
Content	 Answer is well organized. All information is relevant and accurate. Answer explicitly states the connection between the new information and the text. Details/examples from the text are given to support the answer. 		 Answer is fairly well organized Most information is relevant and accurate. The connection between the new information and the text is not clearly stated. Details/examples given to support the answer are insufficient and/or not entirely appropriate. 		 The answer is poorly organized. No information is relevant or accurate. Answer does not show connection between the new information and the text. No details/ examples are given to support the answer.
	16	12	8	4	0
Language	 Correct use of basic language structures. Mostly correct use of advanced language structures. Hardly any errors of mechanics (spelling, punctuation). 		 Mostly correct use of basic language structures. Incorrect or no use of advanced language structures. Some errors of mechanics (spelling, punctuation). 		 Incorrect use of basic language structures. Many errors of mechanics (spelling, punctuation).
	4	3	2	1	0

There is no deduction for answers shorter/longer than recommended length.

^{*} If the content is incorrect the entire answer gets 0. There are no points given for language for an incorrect answer. In-between points can be given.

Table of Specifications for Literature Bagrut Exam – Module D

	Part A								
Benchmarks	# of Questions	Weighting	Item Description	Possible Item Types	Assessment Criteria				
• describe main characters, setting and events in literary texts • interpret literary texts • recognize the use of literary techniques in a variety of genres	For one text: 3 Basic Understanding 2 Analysis and Interpretation For one text: 4 Basic Understanding 1 Analysis and Interpretation Total # of questions: 7 Basic Understanding 3 Analysis and Interpretation	Total = 85% 4 Basic Understanding questions worth 6 pts each (4x6=24) 3 Basic Understanding questions worth 7 pts each (3x7=21) Total: 45 pts 1 Analysis and Interpretation question worth 10 pts 2 Analysis and Interpretation questions worth 15 pts each (15x2=30) The 15 points consist of: 10 points for the answer to the question 5 points for using the chosen HOTS appropriately in the answer	Students answer questions on two literary texts: a short story or poem. For each text, students: • answer three or four Basic Understanding questions • answer one Analysis and Interpretation question that may include understanding of literary terms. a. Name the HOTS they chose to answer the question form the list of HOTS in the appendix. They can use any HOTS from the list in the Handbook. b. Answer the question showing appropriate evidence of the use of the chosen thinking skill. For one of the texts, students answer an additional Analysis and Interpretation question that may include understanding of literary terms.	multiple-choice sentence completion open-ended extended answer	Content 90% Coherence Relevance Supporting information Accuracy of reporting Language 10% Grammar Spelling Punctuation				

Table of Specifications for Literature Bagrut Exam– Module D (continued)

	Part B								
Benchmarks	# of Questions	Weighting	Item Description	Possible Item Types	Assessment Criteria				
• understand connections between the text, universal themes, relevant information and ideas from other sources. These sources may include the biography and personality of the author, themes and aspects of the historical, social and cultural contexts of the text.	1	15%	Students are given new background information about a literary text studied in class. Students explain how the background information is connected to an aspect of the text. (Recommended length: 60 - 80 words.)	extended answer (paragraph)	Content: 90% Coherence Accurate and explicit connection between the literary text and the new information. Supporting details from the text. Language 10% Grammar Spelling Punctuation				

Rubrics for Marking Module D

Rubric 1.1: LOTS questions (Question is worth 6 points.)

Criteria	Descriptors						
Content	 Answer is correct. 		 Answer is partially correct. 		 Answer is incorrect. 		
	5		3		0		
Language	 Mostly correct use of grammar and vocabulary. 				 Incorrect use of grammar and vocabulary. 		
	1				0		

Rubric 1.2: LOTS questions (Question is worth 7 points.)

Criteria	Descriptors						
Content	 Answer is correct. 	 Answer is partially correct. 	Answer is incorrect.				
	6	3	0				
Language	Mostly correct use of grammar and vocabulary.		 Incorrect use of grammar and vocabulary. 				
	1		0				

^{*} If the content is incorrect (0) the entire answer gets 0. There are no points granted for language for an incorrect answer. In-between points can be given.

Rubrics for Marking Module D (continued)

Rubric 2: HOTS questions (Question is worth 10 points.)

Criteria			Descriptors		
Content	 Answer is relevant to the question. There is sufficient and fully accurate reference to the text. The answer includes supporting details/examples when necessary. Message is clear. 		 Answer is partially relevant to the question. There is some reference to the text and/or the reference is partially accurate. The answer does not include sufficient details examples when necessary. Message is partially clear. 		 Answer is not relevant to the question. There is no reference to the text or the reference is not inaccurate. The answer is general and does not relate to the text. Message is unclear.
	9	7	5	3	0
Language	 Mostly correct use of grammar and vocabulary. 		 Partially correct use of grammar and vocabulary 		 Incorrect use of grammar and vocabulary.
	1		0.5		0

^{*} If the content is incorrect (0) the entire answer gets 0. There are no points granted for language for an incorrect answer. In-between points can be given.

Rubrics for Marking Module D (continued)

Rubric 3: Extended HOTS question (Question is worth 5 points.)

Extended HOTS questions are worth 15 points each, 10 points for the answer and 5 points for use of the HOTS.

Note that this rubric should be used *in addition* to the Rubric for HOTS Questions – Module D.

Criteria		Descriptors	
Content	 The chosen thinking skill is appropriate. There is appropriate evidence of the use of the thinking skill. 	 The chosen thinking skill is appropriate. There is partial evidence of the use of the thinking skill. 	 The chosen skill is appropriate but there is no evidence of its use. OR The chosen thinking skill is not appropriate.
	5	3	0

Note: There are no language criteria for this part because language is included in the rubric for HOTS questions.

If the content of the answer to the HOTS question is incorrect, and has received a 0, do not give points for the use of the thinking skill.

Rubrics for Marking Module D (continued)

Rubric 4: Bridging Text and Context (15 Points)

Criteria			Descriptors		
Content	 Answer is well organized. All information is relevant and accurate. Answer explicitly states the connection between the new information and the text. Details/examples from the text are given to support the answer. 		 Answer is fairly well organized Most information is relevant and accurate. The connection between the new information and the text is not clearly stated. Details/examples given to support the answer are insufficient and/or not entirely appropriate. 		 The answer is poorly organized. No information is relevant or accurate. Answer does not show connection between the new information and the text. No details/ examples are given to support the answer.
	13	10	7	4	0
Language	 Correct use of basic language structures. Mostly correct use of advanced language structures. 		 Mostly correct use of basic language structures. Incorrect or no use of advanced language structures. 		Incorrect use of basic language structures.
	2		1		0

There is no deduction for answers shorter/longer than recommended length.

^{*} If the content is incorrect the entire answer gets 0. There are no points given for language for an incorrect answer. In-between points can be given.

Information about the Summative Assessment for Both Log and Exam

The Summative Assessment should provide students with the opportunity to demonstrate their understanding and interpretation of the text, including the specific HOTS studied. Including a Summative Assessment for each literary text studied ensures that the student's grade for the Log is valid and reliable and ensures that students taking the Bagrut exam will be well prepared. Summative Assessments for the Log and for the exam should be written and assessed according to identical criteria, as explained below.

- The assessment is done in class and is graded by the teacher.
- It must be similar to the Bagrut exam format, according to the Table of Specifications.
- Assessment should be done according to the grading rubrics in the Handbook.
- Assessment is done individually (no group or pair work).
- Open-book tests are not allowed.
- The Summative Assessment can test more than one literary text.

Breakdown of points for Summative Assessments for both Log and Exam (based on the Table of Specifications)

	Module F		Module D			
Type of Question	# of questions	for the		# of questions	Total points for the section	
LOTS Basic Understanding	at least 4 questions	20	LOTS Basic Understanding	at least 5 questions	45	
HOTS Analysis and Interpretation	at least 4 questions (one must be an Extended HOTS question)	60	HOTS Analysis and Interpretation	at least 3 questions (one must be an Extended HOTS question)	40	
Bridging Text and Context	1 question	20	Bridging Text and Context	1 question	15	

For each Summative Assessment, students:

- answer basic understanding (LOTS) questions. These are basic content questions. Answers should be short and to the point.
- answer one or more analysis and interpretation (HOTS) questions that may include understanding of literary techniques.
- answer an Extended HOTS question where they:
 - a. name the HOTS they chose to answer the question.
 - b. answer the question showing appropriate use of the HOTS that they have chosen.
- answer a Bridging Text and Context question:

Students are asked to make connections between the text, universal themes and new relevant information and ideas from other sources. These sources may include the biography and personality of the author, themes and /or aspects of the historical, social and cultural contexts of the text. The connection must be both accurate and explicit. (This information must NOT have been used during the course of learning).

Assessment preparation guidelines

- Questions can be modeled on questions from the Bagrut exams and questions 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 questions you ask on the exam must be according to the Table of Specifications. Please note that the Summative Assessment does NOT include post-reading questions that require creative writing or personal response.
- The Summative Assessment component needs to test the student's knowledge of the entire unit in a way that you can evaluate and give a representative grade of that knowledge.

Assessing your students' answers

Whether you are doing the exam or a Log, your Summative Assessment should be marked as the Bagrut exam is marked:

- 4 points: content 90%, language 10%
- 5 points: 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:

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:

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:

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 <u>both</u> 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 <u>specific</u> , 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 Bagrut exam, it is important to teach them how to properly answer questions. If your students are taking the Bagrut exam, it is also important to introduce them to the format of the exam.

The Extended HOTS Question

The Extended HOTS question replaces the Justification question on both the Summative Assessment and the Bagrut exam for both the F and D modules. In this question, students are asked to name a HOTS that they will use to answer the question and then answer the question showing evidence of the appropriate use of the chosen thinking skill.

Students will no longer be asked to explain/justify why they chose the specific HOTS, rather they will be showing evidence of their learning of the HOTS through the use of the HOTS in their answer. This change will be as of the Summer 2014 exam.

Criteria		Descriptors	
Content	 The chosen thinking skill is appropriate. There is appropriate evidence of the use of the thinking skill. 	 The chosen thinking skill is appropriate. There is partial evidence of the use of the thinking skill. 	 The chosen skill is appropriate but there is no evidence of its use. OR The chosen thinking skill is not appropriate.
	5	3	0

Here are two examples of good answers to the Extended HOTS question:

Question 1: How do you think Mr. Cattanzara sees George? Support your answer with information from the story.

Thinking skill: Inferring

I think Mr. Cattanzara sees George as someone who reminds him of himself. I <u>infer this from Mr. Cattanzara's words</u>: "Don't do what I did" which means that once Mr. Cattanzara was in the same situation as George and he doesn't want George to repeat his mistakes.

Question 2: How does what we learn about George's family and / or his neighborhood help explain his situation at the beginning of the story?

Thinking skill: Explaining cause and effect

George's family is poor and uneducated. The fact that he had no educated role model at home <u>caused</u> George to misunderstand the importance of education and also <u>caused</u> him to do nothing to improve his life.

When assessed based on the rubric above, the answers fully meet the criteria for content.

Note: There are no language criteria for this part of the answer because language is included in the rubric for HOTS questions.

A complete graded Summative Assessment based on the new Table of Specifications is linked from here.

Sample Summative Assessment for Both Log and Exam (Module F)

Questions based on "A Summer's Reading" and adapted from various Bagrut exams

This is a sample Summative Assessment with point values based on the new Table of Specifications for Module F. There are four LOTS questions, each worth 5 points, three 10-point HOTS questions, two Extended HOTS questions worth a total of 15 points each and a Bridging Text and Context question worth 20 points.

A Summer's Reading / Bernard Malamud

LOTS questions (5 points each):

Rubric for LOTS Questions – Module F

Criteria	Descriptors				
Content	Answer is correct.	 Answer is partially correct. 	 Answer is incorrect. 		
	4	2	0		
Language	Correct use of grammar, vocabulary, spelling and punctuation.	 Partially correct use of grammar, vocabulary, spelling and punctuation. 	 Incorrect use of grammar, vocabulary, spelling and punctuation. 		
	1	0.5	0		

^{*} If the content is incorrect (0) the entire answer gets 0. There are no points granted for language for an incorrect answer. In-between points can be given.

Question 1: When George went to the park, he wished for a better life. Give an example of something he wished for.

Answer 1: A girlfriend

Content: 4/4 (Answer meets all criteria)

Language: 1/1

Total = 5 points

Answer 2: A job

Content: 2/4 (Answer is partially correct. George wished for a good job. This is significant because George had already had quite a few jobs that weren't very good.)

Language: 1/1

Total = 3 points

Question 2: The result of George's leaving school at the age of sixteen was (--).

- i) he lived at home and studied carpentry
- ii) he spent most of his days doing nothing
- iii) he went to the fish market with his father
- iv) he walked around the neighborhood all day long

The correct answer is ii (he spent most of his days doing nothing). Multiple-choice LOTS questions get 0 points if they are wrong and 5 points if they are correct.

Question 3: Why does George like Mr. Cattanzara? Give one reason.

Answer 1: Because from the time he was a boy, Mr. Cattanzara was the only one who paid attention to him.

Content: 0/4 (The story does not tell us this.)

Language: 0/1 (Although the language is fine, wrong answers do not get points for language.)

Total = 0

Answer 2: Because Mr. Cattanzara give him money to buy lemon ice when he was a boy.

Content: 4/4 (Answer meets all criteria)

Language: 0.5/1 (Incorrect use of the present simple)

Total = 4.5 points

Question 4: George spent most of his day along in his room. What did he do there?

Answer 1: He listen to the football game.

Content: 3/4 (Answer is partially accurate. He listened to the baseball game.)

Language: 0.5/1 (Incorrect use of the present simple)

Total = 3.5 points

Answer 2: He read a lot of books.

Content: 0/4 (Answer is inaccurate. He looked at picture magazines but he did not read books.)

Language: 0/1 (Incorrect answers do not get points for language.)

Total = 0

HOTS questions (10 points each):

Rubric for HOTS Questions – Module F

Criteria	Descriptors				
Content	 Answer is correct. The answer includes supporting details/examples when necessary. Message is clear. 		 Answer is partially correct. The answer does not include sufficient details examples when necessary. Message is partially clear. 		 Answer is incorrect. The answer is general and does not relate to the text. Message is unclear.
	8	6	4	2	0
Language	 Correct use of grammar, vocabulary, spelling and punctuation. 		 Partially correct use of grammar, vocabulary, spelling and punctuation. 		 Incorrect use of grammar, vocabulary, spelling and punctuation.
	2		1		0

^{*} If the content is incorrect (0) the entire answer gets 0. There are no points granted for language for an incorrect answer. In-between points can be given.

Question 5: When George first meets Mr. Cattanzara he lies to him about reading books because he wants his respect. Why is Mr. Cattanzara's respect so important to George? Support your answer with information from the story.

Answer 1: Because George thinks Mr. Cattanzara is smart and if he will respect him, all the people Mr. Cattanzara knows will respect him to.

Content: 4/8 (Although the first part of the answer is correct, the second part is not. George does think that Mr. Cattanzara is smart, but he doesn't think that Mr. Cattanzara's respect will bring him respect from others. In addition, there is no reference to the text.)

Language: 1.5/2 (Incorrect use of the conditional and a spelling error, but correct use of the present simple and correct punctuation)

Total = 5.5 points

Answer 2: Because George thinks that Mr. Cattanzara is smart. Mr. Cattanzara reads *The New York Times* and asks George different questions than other people.

Content: 8/8 (Answer meets all criteria) Language: 2/2 (No language mistakes)

Total = 10 points

Question 6: After Sophie realizes that George hasn't been reading the 100 books she says, "Why should I break my back for you? Go on out, you bum, and get a job." Do you agree with Sophie's opinion of George? Explain, with reference to the text.

Answer 1: I agree because we see in the story how all he does with his day is walk in the park, read magazines or do nothing, making him a bum.

Content: 8/8 (Answer meets all criteria. There is suitable reference to the text.)

Language: 2/2 (No language mistakes)

Total = 10 points

Answer 2: I agree because George is very lazy.

Content: 6/8 (The answer is correct, but there are no supporting details.)

Language: 2/2 (No language mistakes)

Total = 8 points

Question 7: "Go buy yourself a lemon ice, Georgie." Why did Mr. Cattanzara say this to George?

Answer 1: Because he is drunk and he thinks George is a little boy again.

Content: 0/8 (The answer is incorrect. Although Mr. Cattanzara is drunk, he knows that he is not talking to a little boy.)

Language: 0/0 (Incorrect answers do not get points for language.)

Total = 0

Answer 2: When George was little boy, Mr. Cattanzara give him money to buy lemon ice. George lie to him about reading books and Mr. Cattanzara think he is acting like a little boy.

Content: 8/8 (Answer is correct and there is appropriate reference to the text.)

Language: 1/2 (Several language errors)

Total = 9 points

Extended HOTS questions (15 points each; 10 points for the answer and 5 points for the appropriate use of the HOTS):

Note: This rubric should be used in addition to the Rubric for HOTS Questions - Module F.

Rubric for Extended HOTS Questions – Module F

Criteria		Descriptors	
Content	 The chosen thinking skill is appropriate. There is appropriate evidence of the use of the thinking skill. 	 The chosen thinking skill is appropriate. There is partial evidence of the use of the thinking skill. 	 The chosen skill is appropriate but there is no evidence of its use. OR The chosen thinking skill is not appropriate.
	5	 3	0

Note: There are no language criteria for this part because language is included in the rubric for HOTS questions.

If the content of the answer to the HOTS question is incorrect and has received a 0, do not give points for the use of the thinking skill.

Question 8: How does what we learn about George's family and / or his neighborhood help explain his situation at the beginning of the story?

Answer 1:

Thinking skill: Explaining cause and effect

George's family is poor they are not educated, his father for example accepted George's decision to leave school early he didn't encourage him to keep learning in order to succeed, so this fact <u>caused</u> George to misunderstand the importance of education and also <u>caused</u> him to do nothing for improving his life.

Content of answer: 7/8 (Basically correct answer with one inaccurate detail – we do not know that George's father accepted his decision to leave school early and there is no basis for this in the text).

Language: 1.5/2 (Basically correct language with one error)

Use of HOTS: 5/5 (Skill is appropriate and there is evidence of its use in the answer through the use of vocabulary that is connected to the skill.)

Total = 13.5 points

Answer 2:

Thinking skill: Inferring

We can <u>infer</u> that the people in the neighborhood are uneducated. George doesn't have any social pressure to get an education and he quit school.

Content of answer: 8/8 (Correct answer with accurate information from the text)

Language: 2/2 (Correct language)

Use of HOTS: 3/5 (Although the HOTS is appropriate and has been used correctly, there is only partial evidence of its use in the answer. For full points, the student must state on what he based his inference .For example: "We can infer that the people in the neighborhood are uneducated because they have low-paying jobs.")

Total = 13 points

Question 9: How do you think Mr. Cattanzara sees George? Support your answer with information from the story.

Answer 1:

Thinking skill: Inferring

I think Mr. Cattanzara sees George as someone who reminds him of himself. I <u>infer this from Mr. Cattanzara's words</u>: "Don't do what I did" which means that once Mr. Cattanzara was in the same situation as George and he doesn't want George to repeat his mistakes.

Content of answer: 8/8 (Correct answer with accurate supporting details)

Language: 2/2 (No language mistakes)

Use of HOTS: 5/5 (Skill is appropriate and there is clear-cut evidence of its use in the answer)

Total = 15 points

Answer 2:

Thinking skill: Distinguishing different perspectives

Mr. Cattanzara sees George like he sees his own life and don't want that George end like him.

Content of answer: 6/8 (Answer is correct, but there are no supporting details from the text)

Language: 1/2 (Partially correct use of language)

Use of HOTS: 0/5 (The chosen HOTS is inappropriate. There is only one perspective here.)

Total = 7 points

Rubric for Bridging Text and Context Questions - Module F

(question is worth 20 points):

Criteria			Descriptors		
Content	 Answer is well organized. 		 Answer is fairly well organized 		The answer is poorly organized.
Content	 All information is relevant and accurate. 		 Most information is relevant and accurate. 		 No information is relevant or accurate.
	 Answer explicitly states the connection between the new information and the text. 		• The connection between the new information and the text is not clearly stated.		 Answer does not show connection between the new information and the text.
	 Details/examples from the text are given to support the answer. 		 Details/examples given to support the answer are insufficient and/or not entirely appropriate. 		 No details/ examples are given to support the answer.
	16	12	8	4	0
Language	 Correct use of basic language structures. Mostly correct use of advanced language structures. Hardly any errors of mechanics (spelling, punctuation). 		 Mostly correct use of basic language structures. Incorrect or no use of advanced language structures. Some errors of mechanics (spelling, punctuation). 		 Incorrect use of basic language structures. Many errors of mechanics (spelling, punctuation).
	4	3	2	1	0

There is no deduction for answers shorter/longer than recommended length.

^{*} If the content is incorrect the entire answer gets 0. There are no points given for language for an incorrect answer. In-between points can be given.

Question 10: "Many first generation Americans, like Bernard Malamud, valued education as a path to opportunity for themselves and their children." -- from an interview for *The Paris Review* with Bernard Malamud by Daniel Stern. Make a connection between this quote and the story. Support your answer with information from the story.

Answer 1:

The story "A Summer's Reading" is a story about the life of immigrants in the US and the difficulties they face while they are trying to manage their lives with a big lack of money and proper conditions. As an immigrant himself, Bernard Malamud faced the same difficulties and obstacles that the characters in his story do and he points out that through education and knowledge you can earn respect and succeed in life, either if you are an immigrant or American. At this point, the quote comes to fruition because Bernard Malamud gives hope to the rest of the immigrants since he says that the "American dream" is possible through education, knowledge and will.

Content: 8/16 (The information about Malamud is relevant and accurate, the connection is not explicitly stated and there are no details whatsoever from the story to support the answer.)

Language: 4/4 (Very few language mistakes)

Total = 12 points

Answer 2:

In an interview, Bernard Malamud valued education as a path to opportunity. Malamud wrote a story "A Summer's Reading", about George, a young man of twenty that quit school. Obviously education is important to George: he feels shy to admit he had not finished school at job interviews and lies to Mr. Cattanzara about reading to "pick up" his education. As a teacher, Malamud knew that books played a important role in educating and learning. Books taught "different things than you learn in high school". Malamud wrote "A Summer's Reading" about the importance of books and education because he "valued education as a path to opportunity".

Content: 16/16 (Answer is well-organized, information is relevant and accurate, there is an explicitly stated connection at the end and there are supporting details from the text)

Language: 3/4 (Basically good language with a few errors)

Total = 19 points

The Log

The Log provides evidence of the students' learning. Students are afforded the opportunity to record, structure, plan, develop and reflect upon their learning by means of the various tasks included in the Log. The Log also enables them to gain insights into the application of diverse strategies that can be used to analyze literature. In addition, it shows how students become increasingly and actively involved in the process of learning both thinking skills and literature.

The Log consists of units for each literary text taught (six units for both four-point and five-point students). Each unit includes the seven Key Components described above.

Teachers are required to:

- a. grade the unit as follows:
 - i. The Summative Assessment is 50% of the grade for the unit.
 - ii. One additional Key Component is 30% of the unit grade.
 - If you want to include additional graded activities in the 30% above, you may do so.
 - For all graded activities, including ones that cannot be physically inserted in the Log (oral, digital, 3-D, etc.), a grading rubric must be included in the Log for each student.
 - iii. Inclusion of activities for the other Key Components (graded or not) in the Log is the remaining 20% of the grade for the unit.
- b. write brief, constructive comments at the end of each unit.

Teachers choose the literary texts they want to teach according to the requirements of the National Literature Program:

- Five Points:
 - a. One play or novel
 - b. Three short stories
 - c. Two poems
- Four Points:
 - a. Three short stories
 - b. Three poems

Criteria for Approving Literary Texts

The choice of the literary texts must be based on the criteria set by the English Inspectorate:

Criteria	Explanation			
Authentic	Text has not been simplified or abridged.			
Language	The text was written originally in English.* The language of the text is accessible.			
Literary Merit	The text was written by a recognized, published author. The literary text enriches students and encourages them to respond to the text. Re-readings of the text reveal multiple interpretations.			
Universality	Themes of the text span place and time.			
Length	Length of texts should be comparable to the length of the texts in the core program.			

^{*} If teachers are interested in using a text that was not written originally in English, they can submit their request to the Chief Inspector for English Language Education.

Teachers can choose any of the texts that are on <u>the approved list</u> on the TLC site. If they wish to teach a text that is not on the list, follow the instructions as posted <u>here</u> on the TLC site. Be sure the text requested is NOT on the REJECTED list, before submitting requests.

Teachers get paid by the Testing Department for marking the Logs after the Log grades have been submitted on the 9540 form.

The English school coordinator needs to send the form **Approval of the School's Literature Program for the Log**, (follows) according to their regional English inspector's instructions. Click here for an editable WORD file.

Approval of the School's Literature Program for the Log

Name of School:	Semel #:				
Name of Teacher:	Fax number of school:				
	Five Points				
Genre	Name of Literary Text	Author	On the Approved Text List		
	Name of Literary Text	Author			
One Play or Novel					
Three Short Stories					
Two Poems					
	Four Points				
Genre	Name of Literary Text	Author		On the Approved Text List	
5 5 5	·	Ye		No	
Three Short Stories					
Three Poems					
Name of Coordinator: Name of Principal:			e:		
	**************************************		*****	***	
Comments:					

Name of English Inspector: _____

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Signature: _____ Date: ____

Calculation of the Grade of a Unit for the Log

Element	% of Grade for Unit
Unit contains all the required activities for the Key Components*	20%
At least one additional Key Component	30%
Additional graded activities may be included	
For all graded activities, including ones that cannot	
be physically inserted in the Log (oral, digital, 3-	
D, etc.), a grading rubric must be included in the	
Log for each student.	
Summative Assessment	50%

^{*} Reflection must not be a graded component

Checklist for the Evaluation of a Unit - Log

Student's Name:	Date:
Name of Literary Text:	

	Short Description of Activity	Student included task in the Log		Grades • 30% for at least one Key Component and	
Key Components		Yes	No	 50% for Summative Assessment 20% for Presentation 	
1. Pre-Reading Activity					
2. Basic Understanding					
3. Analysis and Interpretation					
4. Bridging Text and Context					
5. Post-Reading Activity					
6. Reflection					
7. Summative Assessment					
Presentation					
TOTAL					

Click here for an editable file.

Calculation of the Final Grade of the Literature Program

for the Log - Module F

The calculation of the final grade of the literature program for students doing the Log is comprised of the following elements:

Module F				
Elements	% of Final Grade	Unit Grade	Calculated Grade *	Comments
Presentation of the Log Includes: title page, table of contents, headings, and page numbers	10%			
The Log is aesthetic, neatly presented, and handed in on time.				
Play	25%			
Short Story	15%			
Short Story	15%			
Short Story	15%			
Poem	10%			
Poem	10%			
TOTAL	100%			

Units should always be organized in the Log in the order in which they were taught.

*In the column for Calculated Grade, multiply the unit grade by the percentage of the final grade (e.g. The Unit grade for the play was 89. This is worth 25% of the final grade. The Calculated Grade will be $89 \times .25 = 22.25$. You can also use the <u>Assessment Tool on the TLC</u> site which does this for you automatically, and then just copy the numbers into this chart.) This chart can be downloaded <u>here</u> for editing.

$\begin{array}{c} \textbf{Calculation of the Final Grade of the Literature Program} \\ \textbf{for the Log } - \textbf{Module D} \end{array}$

The calculation of the final grade of the literature program for students doing the Log is comprised of the following elements:

Module D				
Elements	% of Final Grade	Unit Grade	Calculated Grade	Comments
Presentation of the Log Includes: title page, table of contents, headings, and page numbers The Log is aesthetic, neatly presented, and handed in on time.	10%			
Short Story	20%			
Short Story	20%			
Short Story	20%			
Poem	10%			
Poem	10%			
Poem	10%			
TOTAL	100%			

Units should always be organized in the Log in the order in which they were taught.

^{*}In the column for Calculated Grade, multiply the unit grade by the percentage of the final grade (e.g. The Unit grade for a poem was 89. This is worth 10% of the final grade. The Calculated Grade will be $89 \times .10 = 8.9$. You can also use the <u>Assessment Tool on the TLC</u> site which does this for you automatically, and then just copy the numbers into this chart.) This chart can be downloaded <u>here</u> for editing.

Reporting the Log Grades to the Ministry of Education

Logs should be kept locked in school until the school receives the Bagrut grades from the Testing Department of the Ministry of Education. Following that, schools may decide whether or not to return the Logs to their students.

At LEAST two days before the moed of the Summer Bagrut there are two things you MUST do:

1. Report the Grades for the Log to the *tachanat klita* on the 9540 form.

Complete a 9540 form for each class of Logs you are submitting. (You get the 9540 form from your Bagrut secretary.)

There are different options for calculating the yearly grades, according to the table in the Literature Handbook:

Weight of literature Log in final Module Grade	Yearly Grade (ציון שנתי)	Exam Grade (ציון בחינה)
100%	Final Log grade	Final Log grade
85%	Extensive Reading = 15% Log grade = 85%	Write ONLY the final Log grade

- 2. Submit the following forms for each class to the *tachanat klita* at least two days before the *moed* of the Summer Bagrut:
 - I. The original 9540 form
 - II. A copy of The Approval Form for the Literary Texts, which was signed by your English inspector, the school principal and the English coordinator at the beginning of the school year.

Note: There is NO need to fax the 9540 form to your regional English inspector anymore.

3. The school can submit only one Log grade per student (either a Module D Log OR a Module F Log).

Lost Units of Work for the Log

When handing in the Log, it must include all of the work done during the literature program. If a student loses a unit or more, they will be penalized as follows:

Number of units missing from final Log	% deducted from final grade
1	10
2	20
3 or more	30

The above calculation is providing that they did all of the work and it was graded. If a student did not do the required work for the unit, it gets a grade of zero. If there are extenuating circumstances, consult with your regional literature counselor or inspector.

If students want to improve their D or F module grade, they cannot do another Log. They will have the option to take the Literature Bagrut Exam, after they graduate from high school.

Random Sampling

Description

Random sampling is a process by which inspectors can ensure that the Logs have been done according to the guidelines of the English Inspectorate and that the grades reflect the level of the students' work and are based on the rubrics in this Handbook.

Your English inspector and your regional literature counselor carry out the random sampling of the Logs, according to the <u>Checklist for Evaluation of the Logs</u>. Random Sampling provides valuable feedback to the teacher regarding his / her implementation of the program, as well as for the inspector and the literature counselor to map out which schools need counseling and support. In addition, it gives the English Inspectorate information regarding program implementation.

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Random Sampling

Procedure

- A. <u>At least two days before the date of the Summer *moed*</u>, fax/email a copy of the <u>Form for Random Sampling of Logs for Each Class</u> of Logs you are handing in to your English Inspector. This form MUST BE TYPED.
- B. Your inspector will fax/email back the form to your school with the ID numbers marked. Those Logs MUST be sent to the inspector's office and arrive by the date your inspector decides and which is written on the fax/email.
- C. When sending in the Logs that are to be sampled to your inspector's office, also include the following:
 - 1. The copy of the <u>Approval Form for the Literary Texts</u>, which was signed by your inspector, the principal of the school and the English coordinator, at the beginning of the literature program.
 - 2. The copy of the <u>Form for Random Sampling of Logs for Each Class</u>, which you received back signed by inspector, indicating which Log/s you need to send for Random Sampling.
- D. On the cover of the Logs sent in for Random Sampling include:
 - The name and ID number of the student
 - The name and *semel mossad* of the school
 - The name of the teacher
 - If the student has testing accommodations, you must put a sticker on the cover, specifying the accommodations (same stickers as used on Bagrut exam notebooks).
- E. Logs which have been sent in for Random Sampling will NOT be returned to the school. It is the school's responsibility to collect their Logs from their inspector after they have been notified that the procedure for the Random Sampling has been completed. Your inspector will instruct you how and when to do this.

Note: Do not use plastic sleeves for the Log. Put holes in all of the pages and put them into a loose-leaf binder with dividers separating each text.

Form for Random Sampling of Logs for Each Class

Fill out (TYPE) the information in the table below for each class of Logs you are submitting. The form can be downloaded from the <u>TLC</u>.

Name of Teacher:	Name of School:
Teacher's Phone Number:	School Address:
Teacher's Email:	Semel Mossad:
Grade: □11 □12	School Fax:
Level: 4 5	School Phone Number:

			Accommodations *	
ID Numbers		School Grade	Oral / Recording Answers	Spelling
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

			Accommodations *	
ID Numbers	Grade for Log	School Grade	Oral / Recording Answers	Spelling
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				

Grade for Log	School Grade	Accommodations *	
		Oral / Recording Answers	Spelling
			Grade for Log School Grade Oral / Recording

Teacher's Signature	 -
Principal's Signature	 -
Date	 -

^{*} The only accommodations that are relevant here are if the student gets tested orally, records his/her answers or has spelling mistakes ignored. Put a check in the appropriate column when relevant.

The Literature Bagrut Examination:

Modules F and D

Description

The Literature Bagrut examination assesses the students' understanding of the literary texts and their ability to use lower-order and higher-order thinking skills that they have learned and applied in the learning process, as well as demonstrate their ability to make connections between the text and new information relating to the text. The learning process for the exam is identical to the learning process for the Log, and includes the teaching of the seven Key Components for each literary text studied, as described above. It is recommended that the students who will be assessed by the exam save their work, as do those for the Log, so that they have it for use when preparing to take the Literature Bagrut exam.

Scoring of the answers on the Literature Bagrut exam is mainly on content, however accuracy is taken into consideration, as indicated in the Table of Specifications (e.g. grammar, spelling).

Literature Bagrut examinations, together with their Answer Keys for marking the modules, can be accessed on the site of the English Inspectorate on <u>this</u> page, as well as in the Toolbox on the <u>TLC</u> site, in the Assessment section.

National Literature Program - Five Points (Module F)* One play or novel; 3 short stories; 2 poems

Option One

Genre	Literary Text	
One Play or All My Sons by Arthur Miller		
Novel	The Wave by Morton Rhue / Todd Strasser	
	"Mr. Know All" by W. Somerset Maugham	
Three Short Stories	"A Summer's Reading" by Bernard Malamud	
	"Rules of the Game" by Amy Tan	
T.	"As I Grew Older" by Langston Hughes	
Two poems	"The Road Not Taken" by Robert Frost	

Option Two

Genre	Literary Text
One Play or	All My Sons by Arthur Miller
Novel	The Wave by Morton Rhue / Todd Strasser
	"The Split Cherry Tree" by Jesse Stuart
Three Short Stories	"A Summer's Reading" by Bernard Malamud
	"The Enemy" by Pearl Buck
Two Poems	"Count That Day Lost" by George Eliot
1 wo Poems	"The Road Not Taken" by Robert Frost

^{*} The links to most of the texts can be found on the <u>TLC site</u>.

National Literature Program - Four Points (Module D)* 3 short stories; 3 poems

Option One

Genre	Literary Text		
	"The Treasure of Lemon Brown" by Walter Dean Myers		
Three Short Stories	"Mr. Know All" by W. Somerset Maugham		
	"Thank You, Ma'm" by Langston Hughes		
	"Introduction to Poetry" by Billy Collins		
Three Poems	"The Road Not Taken" by Robert Frost		
	"Count That Day Lost" by George Eliot		

Option Two

Genre	Literary Text	
	"The Treasure of Lemon Brown" by Walter Dean Myers	
Three Short Stories	"A Summer's Reading" by Bernard Malamud	
	"Thank You, Ma'm" by Langston Hughes	
	"Grandmother" by Sameeneh Shirazie	
Three Poems "The Road Not Taken" by Robert Frost		
	"Count That Day Lost" by George Eliot	

^{*} The links to most of the texts can be found on the <u>TLC site</u>.

Checklist for the Evaluation of a Unit - Exam

Student's Name:		Date:			
Name of Literary Text:					
		com	dent pleted ivity	Grades • 30% for at least one Key	
Key Components	Short Descriptio Activity	n of Yes	No	Component and • 70% for Summative Assessment	
Pre-Reading Activity					
Basic Understanding					
Analysis and Interpretation					
Bridging Text and Context					
Post-Reading Activity					
Reflection					
Summative Assessment					
TOTAL					

Even though the students are not required to keep a Log for the exam, keeping their work from the literature program in an organized manner is highly recommended for helping them review for their Summative Assessments as well as when they are ready to prepare for the Bagrut examination. Teachers can benefit from using this checklist for keeping track of and underpinning the yearly grades for the Literature Exam. An editable WORD file can be downloaded here.

Calculation of the Grade of a Unit for the Exam Modules F and D

Element	% of Grade for Unit
At least one graded Key Component* (aside from Summative Assessment) Additional graded activities may be included	30%
Summative Assessment	70%

^{*} Reflection must not be a graded component

Use the <u>rubrics</u> suggested in this Handbook for grading both the Key Component and the Summative Assessment.

Calculation of the Final Grade of the Literature Program for the Bagrut Examination F

Module F			
Literary Text	% of Final Grade	Grade	
Play/Novel	24%		
Short Story	14%		
Short Story	14%		
Short Story	14%		
Poem	7%		
Poem	7%		
Matkonet Test	20%		
TOTAL	100%		

Calculation of the Final Grade of the Literature Program for the Bagrut Examination ${\bf D}$

Module D		
Literary Text	% of Final Grade	Grade
Short Story	18%	
Short Story	18%	
Short Story	18%	
Poem	8%	
Poem	9%	
Poem	9%	
Matkonet Test	20%	
TOTAL	100%	

Calculation of the School Grade (ציון בית ספרי) for All the Modules

With the implementation of the literature program, the guidelines for calculating the school grade for the different modules have been changed. It is compulsory to include:

- a. the grade for the Project or the Literature Bridging task
- b. extensive reading

Four Points

	Project or Bridging Task		
	C	Lit D	E
Project Work or Literature Bridging Task			30%
Extensive Reading	15%	15%	
Literature		85%	
Classwork, homework, tests, etc.	85%		70%
TOTAL	100%		

	Project			
С	Lit D	E		
30%				
	15%	15%		
	85%			
70%		85%		
	100%			

or

OR

	Project or Bridging Task			
	С	Lit D	E	
Project Work or Literature Bridging Task			30%	
Extensive Reading	30%			or
Literature		100%		
Classwork, homework, tests, etc.	70%		70%	
TOTAL	100%			

Project			
С	Lit D	E	
30%			
		30%	
	100%	1	
70%		70%	
100%			

Five Points

	Project or Bridging Task		
	E	Lit F	G
Project Work or Literature Bridging Task			30%
Extensive Reading	15%	15%	
Literature		85%	
Classwork, homework, tests, etc.			70%
TOTAL	100%		

Project		
E	Lit F	G
30%		
	15%	15%
	85%	
70%		85%
100%		

or

or

OR

	Project or Bridging Task		
	E	Lit F	G
Project Work or Literature Bridging Task	-		30%
Extensive Reading	30%		
Literature		100%	
Classwork, homework, tests, etc.	70%		70%
TOTAL	100%		

Project				
E	Lit F	G		
30%				
		30%		
	100%			
70% 70%				
	100%			

High School English Studies Planner

The following tool can be used to help you organize and plan English studies at your school. Linked in the <u>Appendix</u>, you can find an empty chart and examples of how one high school filled out the form, however, there are many other options of how to divide up the different requirements of studying English.

Four/Five-Point Students				
Requirements	10th grade	11th grade	12th grade	
Bagrut Modules				
Projects				
Extensive Reading				
Literature Exam/Log				
Oral Bagrut				

Literature Program		
Five Points Four Points		
a. One play or novel	a. Three short stories	
b. Three short stories b. Three poems		
c. Two poems		

Appendix of Links for Implementation of the Literature Program

Halima Document Frequently Asked Questions about the Literature Program Suggestions for Implementing the Key Components for both Log and Exam Ideas about How to Explicitly teach the HOTS **Empty Unit Planner** How to Build a Unit Planner How to Use the Unit Planner Effectively Log Organization: Ideas that Work Breaking Down the Literature Exam – Module F and Module D Teaching the Literature Program to Four-Point Students Teaching the Literature Program to Mixed Four- and Five - Point Classes Guidelines for working with your students with Learning Disabilities Frequently Asked Questions about Assessing Students with Learning Disabilities Teaching the Literature Program to Students who are Deaf or Hard-of-Hearing Teaching the Literature Program to Students who have Visual Impairments Examples of High School English Studies Planner for Different Levels