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NATIONAL INSTITUTE FOR TESTING & EVALUATION
المركز القطري للامتحانات والتقييم
מיסודן של האוניברסיטאות בישראל

Inter-University Psychometric Entrance Test

GUIDE FOR EXAMINEES

INCLUDING PRACTICE TEST N5E

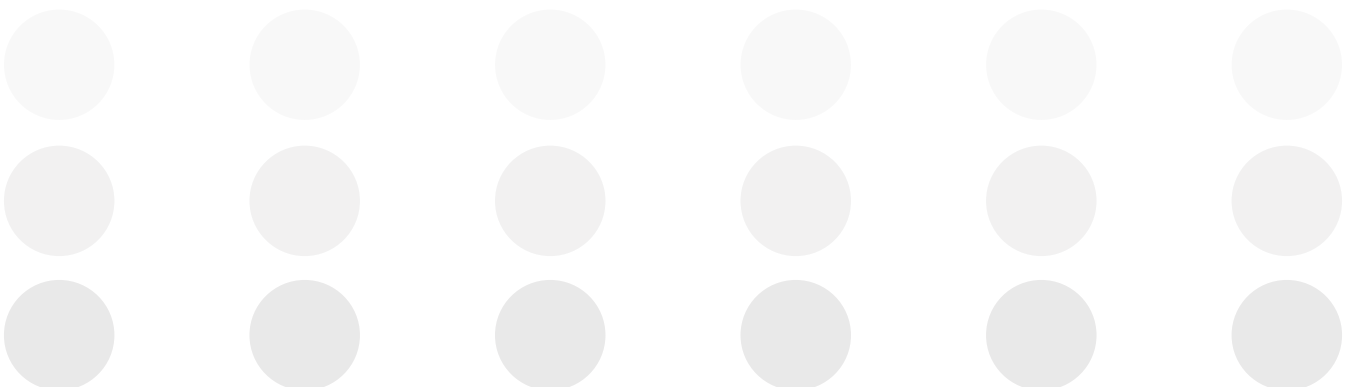


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■ PURPOSE OF THE GUIDE

The *Guide for Examinees* (hereafter, *Guide*) is designed to provide you with all the necessary information about the Inter-University Psychometric Entrance Test (PET) so that you can familiarize yourself with the test format and procedure. This will enable you to prepare for the test as effectively and thoroughly as possible. The *Guide* contains general explanations about all aspects of the test, as well as sample questions with answers and explanations. It also includes a complete practice test and instructions for calculating an estimated score for each of the test domains, with the exception of the writing assignment in the Verbal Reasoning domain.

Every effort has been made to include as broad a variety as possible of the types of questions appearing on the test, along with the relevant instructions. Occasionally, however, new types of questions may appear on the test. In addition, there may be changes in some of the test instructions, the number of questions contained in a test section or the amount of time allotted for solving the questions. Nonetheless, the *Guide* still covers the vast majority of the material included in the test.

Read the *Guide* carefully, solve the sample questions,
and take the practice test.

Since the *Guide* is published just once a year,
we recommend that you check NITE's website at

www.nite.org.il

for updated information about the test.

■ THE TEST

The Psychometric Entrance Test (PET) is a tool for predicting academic performance, and is used by institutions of higher education to screen applicants to various departments. The test ranks all applicants on a standardized scale and, compared to other admissions tools, is less affected by differences in applicants' backgrounds or other subjective factors.

The Psychometric Entrance Test is not a perfect tool. While it is generally a good predictor of academic success, there may be a small number of examinees who do not do well on the test but nonetheless succeed in their studies, and vice versa. Neither is the test a direct measure of such factors as motivation, creativity, and diligence, which are definitely related to academic success – although some of these elements are measured indirectly, by both the Psychometric Entrance Test and the matriculation exams.

In any case, the Psychometric Entrance Test offers a second chance to many students with great potential who, for various reasons, did not fully demonstrate their capabilities in high school. Moreover, since it is translated into several languages, the Psychometric Entrance Test serves as a standardized admissions tool for candidates who are not native Hebrew speakers or who do not have an Israeli matriculation certificate.

A large body of research demonstrates the high predictive ability of the Psychometric Entrance Test. In general, students who received high Psychometric Entrance Test scores are more successful in their academic studies than students who received low scores. In addition, of all the screening tools available to institutions of higher education, the combination of the Psychometric Entrance Test and the matriculation exams has proven to have the best predictive ability.

■ REGISTERING FOR THE TEST

You can register for the Psychometric Entrance Test on the website of the National Institute for Testing and Evaluation (NITE) or by sending the registration form by mail. You do not have to apply to any educational institution in order to be tested. If you apply to several institutions, you need take the test only once, and your scores will be forwarded to all of the institutions that you request.

The Psychometric Test is administered several times a year throughout Israel and at a number of overseas locations, and it can be taken in several languages. Test scores are valid for acceptance to the universities for at least seven years. It is important to note that test scores are computed on a uniform scale, and **differences in test administration dates, languages and versions will not affect your score**. Therefore, if you took the test at a time when, for some reason, the performance level of examinees was higher or lower than average, the scoring method ensures that your scores will not be any different from the scores you would have obtained had you taken the test at any other time.

A Registration Procedures leaflet, which is included with the registration form, provides detailed information about procedures relating to the test, including:

- **institutions requiring the test**
- **test administration dates and registration deadlines**
- **test languages**
- **test locations**
- **the registration procedure for and information about special testing accommodations for applicants with medical, physical or learning disabilities, or any other problem that may make it difficult for them to be tested or to get to the test location**
- **changing or canceling registration**
- **late registration for those who missed the deadline**

■ TEST FORMAT AND COMPONENTS

Structure of the Test

The Psychometric Entrance Test consists of nine sections, each of which relates to one of the following domains: Verbal Reasoning, Quantitative Reasoning, or English. The first section in the test is part of the Verbal Reasoning domain and consists of a writing task. The remaining eight sections are made up of multiple-choice questions for which you must choose the response that best answers the question from among four alternatives. In the explanations that follow, those sections will be referred to as the multiple-choice sections. They do not appear in any set order; the number of questions in the section and the time allotted are indicated at the top of the section.

The multiple-choice sections in each domain consist of several types of questions. All questions of a given type appear together and are arranged in ascending order of difficulty, with the exception of Reading Comprehension questions (in the Verbal Reasoning and English domains), which are arranged according to the order in which the subject matter appears in the text.

Verbal Reasoning

The Verbal Reasoning sections test verbal abilities that are required for academic studies: vocabulary, logical thought processes, the ability to analyze and understand complex passages, the ability to think clearly and methodically, and the ability to formulate a thought and express it in writing in a manner that is well-reasoned and precise.

Quantitative Reasoning

The Quantitative Reasoning sections test the ability to use numbers and mathematical concepts for solving quantitative problems, as well as the ability to analyze data presented in a variety of formats, such as tables or graphs.

English

The English sections test proficiency in the English language, including vocabulary and the ability to read and understand passages on an academic level.

How the Test Sections Are Used

Of the eight multiple-choice sections, only two in each domain are used for calculating your scores. The sections not used for calculating your scores serve two purposes:

To equate tests administered on different dates:

In order to prevent differences between examinees taking the test on different test administration dates from affecting scores, all scores must be compared and ranked on the same scale. To this end, it is possible that a test may contain a section that already appeared in a previous test.

To ensure the quality of the questions:

Before a question appears in a section that is used for scoring purposes, it undergoes various quality controls to ensure that it is fair and that it discriminates between examinees of higher ability and those of lower ability. Certain sections consist of questions that are at this stage of quality control. Questions that meet statistical and other criteria may appear in the future in sections used for scoring purposes, while other questions that do not meet these criteria are disqualified. All of the sections used to calculate scores are made up of questions that have already been subjected to these quality controls.

The sections not used for calculating the score are critical. They prevent distortion of scores that might be caused by differences between tests administered on different dates, and they ensure that the questions on the test are sound and fair. There is no way for examinees to distinguish between the sections used for scoring and the other sections. Therefore, for your own good, **treat every section of the test with equal gravity.**

■ HEBREW PROFICIENCY TEST (Yael)

The Hebrew Proficiency Test evaluates the Hebrew language proficiency of examinees taking the Psychometric Test in languages other than Hebrew. Some educational institutions use this test to place students in appropriate Hebrew language courses; for some, it is also an entrance requirement. The score on this test is not part of the Psychometric Test score and is sent separately to the educational institutions. Different educational institutions use this score in different ways; some may require applicants to take an additional Hebrew exam. Further details are available from the admissions offices of each educational institution. If you wish to improve your score on the Hebrew Proficiency Test, you may retake it independently of the Psychometric Test. This requires re-registering.

The *Guide* contains sample questions and a practice test to acquaint you with the types of questions that may appear on the Hebrew Proficiency Test.

■ PREPARING FOR THE TEST

The skills evaluated by the Psychometric Entrance Test develop gradually over a period of years and in different ways. School, reading, hobbies and other interests all contribute to your verbal and quantitative skills and to your command of English. Thus, you have already done most of the preparation for the test over the course of your elementary and high school studies and through various life experiences. Nevertheless, even though the best preparation has taken place over a long period of time, concentrated practice before the test can improve your test performance. Take into account that in those areas in which proficiency develops slowly (such as Hebrew and English vocabulary), practicing for a short period of time is unlikely to be of significant help, but in other areas it can definitely be beneficial.

There are a number of things you can do in the short term to prepare for the test:

Read the information in the *Guide for Examinees*

The Psychometric Entrance Test, like any other test, may cause some anxiety, which could affect the way you function during the test. Since some of this anxiety stems from lack of familiarity with the test, the better acquainted you become with the test format and procedure, and the types of questions that appear on it, the less anxious you will feel and the better you will be able to perform on the test. Therefore, read the *Guide* carefully! This will help you to become familiar with the test ahead of time and avoid any unnecessary surprises.

Familiarize yourself with the instructions

The *Guide* contains the instructions that appear at the beginning of each section of the test, as well as the instructions that appear before each type of question. You will find these instructions in the sections containing examples and explanations, and also in the practice test. Study the instructions carefully! By familiarizing yourself with them ahead of time, you will spend less time trying to understand them during the test.

Answer the sample questions

Examples of various types of questions from each test domain, together with explanations, appear in the *Guide*. Answer the sample questions and read the explanations carefully. The more familiar you are with the format of the questions on the test, the more comfortable you will feel when actually taking the test.

Take the practice test

At the end of the *Guide* you will find a practice test made up of six multiple-choice sections that will allow you to estimate your score, as well as a Verbal Reasoning section consisting of a writing task. Answer the questions under conditions as similar as possible to those you will encounter during the test itself:

- Keep within the time limits. Answer each section in the amount of time allotted for it, because when actually taking the test, you will not be allowed any extra time. Practicing the test in real time will help you develop the pace necessary to cope with the time pressures of the actual test. The more practice tests you do, the better equipped you will be to deal with these constraints.
- Complete the writing task on the sheet provided so that you have a good idea of the required length.
- For the multiple-choice sections, mark your answers on the accompanying answer sheet and not in the test booklet. Marking the answers takes up test time, and it is therefore very important to practice it in advance.

Once you finish the test, compare your answers on the multiple-choice sections with the answer key that appears at the end of the test. It is recommended that you go back and check those questions you got wrong to learn from your mistakes. In this way, you can derive maximum benefit from the practice test.

After the answer key page, there are instructions for estimating your score. Use these to gauge how well you did on the multiple-choice sections of the test. At the moment, it is not possible to estimate your score on the writing task. A method for estimating this score might appear on the website in the future. The score on the writing task comprises 25% of the Verbal Reasoning domain score.

Studies conducted at the National Institute for Testing and Evaluation show a very high correlation between scores on the multiple-choice sections of the practice test and those on the Psychometric Entrance Test proper. Nonetheless, performance on any test may be affected by factors such as motivation, anxiety, and differences in testing conditions. Therefore, differences are to be expected between the scores obtained on the practice test and the scores obtained on the Psychometric Entrance Test itself, just as they are to be expected when retaking tests of the same type.

If you would like further opportunities for review, you can take actual tests administered over the last two years, which can be found on the website of the National Institute for Testing and Evaluation. Most of these tests are in the previous format, which consisted of six multiple-choice sections including some item types that no longer appear on the test. There is no writing task. Nevertheless, these tests contain item types that do appear in the new format and taking them can definitely be beneficial. In addition, the National Institute for Testing and Evaluation publishes a set of practice tests – also in the previous format – called *Psychometry Mikol Habechinot*. The set is made up of six actual tests that were administered in the past. It comes with the *Compumetry* CD (**in Hebrew**) – a computerized, interactive version of the Psychometric Entrance Test that is less time-consuming and that also provides an estimate of the score the user can expect to receive on the test. The set can be purchased at all university bookstores, certain general bookstores, directly from the National Institute for Testing and Evaluation or via this website. You may also purchase a collection of Practice Psychometric Entrance Tests in: Combined/English, Russian, French, Spanish and Hebrew.

Taking the actual Psychometric Entrance Test is in itself an effective form of practice. If you are satisfied with your score, you can use it to apply to educational institutions, but if you wish to attain a higher score, you may retake the test. Details regarding the minimum time that must elapse between tests can be found under Registration Options.

Additional methods of preparation: independent study, books and courses

There are many ways for you to study English or refresh your knowledge of mathematics: independent study, private lessons, courses, pre-academic preparatory programs, and so on. Choose the approach most suitable for you, taking into account how much time and effort you are willing to invest.

The National Institute for Testing and Evaluation conducted a study on the effectiveness of different methods of preparation. The study was based on thousands of examinees who took the Psychometric Entrance Test at least twice, and it compared the scores obtained. The results showed that the average improvement among examinees who had prepared **on their own** was approximately 30 points (on a scale of 200-800). This statistic has remained stable over many years. By contrast, examinees who participated in **preparatory courses** achieved an average improvement of approximately 40 points, that is, only about 10 points more than examinees who had prepared on their own. Similar results have been obtained from studies conducted in other countries. The obvious conclusion from these results is that the benefit derived from preparatory courses, in comparison with self-preparation, is very limited. Most of the improvement (30 out of 40 points) is obtained one way or another from self-study and familiarization with the different types of questions on the test, which decreases anxiety and improves test performance. It should be noted that the data obtained from the study refer to averages. In other words, some examinees improved their scores by a greater number of points and some by a smaller number of points, and some even scored lower than they had on the first test.

Thorough preparation before the test is certainly beneficial. Just as in school, the best form of preparation is to review the subjects that will appear on the test, rather than learn "tricks". Test developers are aware of such tricks, and take them into account when writing the questions. Choosing a suitable form of preparation is also a matter of personal style: some individuals need a rigid framework, and some prefer independent study. In any event, before choosing a preparatory framework, carefully check whether it will provide you with a thorough review. Do not rely on unfounded rumors of

dramatic improvements achieved by students who took a course, or on "magic" formulas – there are none. Also, take into account the resources that you will have to invest in a course, in terms of both time and money, compared with the benefit you will derive from it.

■ SUGGESTIONS AND RECOMMENDATIONS

BEFORE THE TEST

Review the types of questions appearing on the test and the various test instructions.

Prepare everything that you must bring to the test:

- **Your ID card or passport** – You will not be allowed to take the test without one of these documents.
- **Two pencils, a pencil sharpener, and an eraser**

It is also recommended that you bring:

- Your test notification slip, to check the exact time and place of the test
- If you wish - food and drink, and earplugs
- Suitable clothing – the test hall may be warmer or cooler than you expected

Make sure that you know in advance how to reach your assigned test hall, to avoid arriving late.

You **may not bring** cellular telephones (not even for telling time), beepers, earphones, watches that beep or that have calculators, portable music players or any other item that might disturb other examinees in the test hall. When you enter the test hall, you will be asked to turn off all electronic devices, to place them in your bag and to put your bag in a designated area of the room. Anyone found with an electronic device in his or her possession during the test will be asked to leave the test hall immediately.

The test is approximately three and a half hours long. There are no breaks (as soon as the time allotted for one section ends, the next section begins). No visitors will be allowed into the test halls during the test, nor will messages be given to examinees.

■ DURING THE TEST

Study aids are forbidden

You may **not** use calculators (including watch calculators), dictionaries of any kind, books, papers, or any other study aids. If you need scrap paper, you may use only the pages of the test booklet itself. The first section of the test includes a blank page that can be used to write a draft of the essay.

Read the instructions

Each type of question is preceded by instructions. Although these instructions appear in the *Guide for Examinees*, do not rely solely on your familiarity with them. Read the instructions carefully.

Misunderstanding an important instruction might lead to mistakes in all of the questions of that type. Moreover, the test might contain new instructions that were incorporated after the *Guide* was published. It is also very important that you read the questions themselves and all of the possible responses carefully before choosing the correct answer. Note exactly what is being required of you in each question, and only then answer accordingly. Likewise, before you begin the writing task, it is important to read the assignment carefully.

Write the essay in the appropriate place

The answer sheet for the writing task is two-sided and you may write on both sides. Some of the lines are numbered so that you can see how much you have written. Make sure to write in the designated places and not to stray beyond the marked margins. The answer sheet will be read by an optical scanner and anything written outside of the margins will not register. The scanner is designed to read marks made by pencil. Therefore, make sure to bring two pencils to the test.

Note: **Each examinee will receive only one essay sheet.** Plan your essay so that it does not extend beyond the printed lines.

An example of the essay sheet appears after the practice test at the back of the *Guide*.

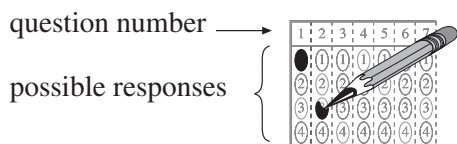
Mark the answers on the multiple-choice sections correctly

Each question in the multiple-choice sections has four alternative responses, from which you must choose the best answer. **Choose only one answer.**

The answer sheet for the multiple-choice sections is read by an optical scanner that feeds the data directly into a computer. The optical scanner is also designed to read **pencil** marks.

Below is a section of the answer sheet.

Mark your answer by filling in the oval corresponding to the answer you have chosen, as follows: ● For example: Let us assume that you are answering question number 2, and you have decided that the correct response is 3. Find the corresponding oval (number 3) in the column for question 2, and fill it in as shown.



Note:

The only correct way to mark an answer is by **filling in the oval completely**. Any other mark – a vertical line, horizontal line, circle, etc. – will not be read.



Fill in only one oval for each question.

If you fill in more than one oval for a question, your answer will be disqualified even if one of the responses you have chosen is correct.

If you want to change an answer you have already marked, use a clean eraser to erase the incorrect answer, then mark the answer you wish to choose. Make sure your previous answer is completely erased; otherwise the optical scanner might read your answer incorrectly.

General Information

When taking the practice test at the end of the *Guide*, mark the answers to the multiple-choice sections on the attached answer sheet in order to practice using it.

Make sure that each answer is marked in the correct place. If you skip a question in the test booklet, make sure that you skip the corresponding place on the answer sheet. When answering subsequent questions, always check that the number of the question matches the number of the column in which you are marking your answer.

Note: You bear sole responsibility for what appears on the answer sheet. It will be read exactly as you filled it in. If you mistakenly marked answers in the wrong place, there is no way to reconstruct what you really intended, and the answer sheet that you filled in incorrectly will determine your score.

Use your time wisely

As mentioned previously, the number of questions included in each section and the time allotted for answering them appear at the beginning of each section. At the end of the allotted time you will be instructed to turn to the next section. You will not be allowed to return to any previous section.

Below are some suggestions for how to use the allotted time efficiently:

- When starting the writing task, **spend a few minutes thinking about the ideas you want to present.** Plan out the structure of your essay and draft a rough outline. In the first section of the test booklet – the writing assignment – there is space provided for writing a draft. Remember that the time it will take to copy the draft to the answer sheet is included in the total time allotted for the section and no additional time will be given for copying the draft. Of course, you may erase words or entire sections on the answer sheet, but remember that your handwriting must be legible and the flow of the essay must be clear. A short while before the end of the allotted time, read over the writing assignment again to make sure it is intelligible and comprehensible.
- In the multiple-choice sections, try to **answer each question** in a reasonable amount of time. Once you have answered one, go on to the next question. If you cannot answer a question, **do not spend too much time on it.** Remember, you must answer all of the questions in the section. If you spend too much time on one question, you will not have enough time to answer the remaining questions and to receive points for them. **Easy questions and difficult questions have equal weight for scoring purposes.** Therefore, there is no reason to get stuck on one difficult question. In the time that you save, you could answer several easier questions.
- If you feel that you know how to answer a question but need a bit more time, **mark it and return to it later.** If you have time at the end of the section, go back to all of the questions that you marked and try to answer them.
- If you feel that you will not be able to answer a question even if you spend more time on it, **guess the answer.** Your guess need not be a random one. You might be able to rule out some of the possible responses on the basis of partial knowledge, thereby increasing your probability of guessing correctly. The test score is calculated only on the basis of correct answers, and no points are deducted for incorrect answers. Therefore, if you are unable to answer a question, it is worthwhile taking a guess. Guessing cannot harm your score; it can only improve it.
- **Leave yourself a minute before the end of the section.** Randomly guess the answers to all of the questions that you skipped; in other words, mark any answer on the answer sheet without trying to solve the question or rule out possible responses. At this stage, there is no time for anything except to quickly fill in the answer sheet.

Every section is important

There is no way for you to tell which sections will not be used for calculating your score. Therefore, treat every section as if it determines your score. Deciding for whatever reason that a particular section is not important could seriously harm your score.

Cheating on the test

Any kind of cheating, such as copying or posing as someone else, interferes with fair admissions procedures.

The National Institute for Testing and Evaluation has methods for detecting cheating. The Institute can refuse to administer a test or can disqualify a test if the examinee commits an offense related to the test's confidentiality or its results. Please note: Impersonation (such as sending someone else to take the test in your place) is a criminal offense. If someone is suspected of committing such an offense, a complaint will be filed with the police and with the university disciplinary committees.

The impostor, and the person who sent him, risk imprisonment and being barred from studies for an extended period of time. Thus, any attempt to act in an unethical manner is liable, in the end, to cause the examinee much more harm than a few wrong answers.

The National Institute for Testing and Evaluation reserves the right to disqualify an examinee's test should any suspicion or doubt arise as to whether the test score accurately reflects the examinee's ability.

It is strictly forbidden to copy, distribute, or teach the contents of a test or any part of it, in any form or by any means, without written permission from the National Institute for Testing and Evaluation. NITE will take administrative, judicial, or other appropriate action against anyone violating this prohibition. Before the test begins, you will be asked to sign a declaration stating that you are aware of this prohibition and that you agree to behave in accordance with it.

Any of the following constitutes grounds for disqualifying an examinee:

- Disruptive behavior
- Copying, or giving or receiving help in answering a question
- Using forbidden study aids, such as papers, books, calculators and dictionaries
- Turning to another section without being instructed to do so
- Continuing to work on a section after the end of the allotted time
- Taking test material out of the test hall
- Being in possession of an electronic device – cellular telephone, computer, music player – during the test
- Disregarding the proctors' instructions

■ AFTER THE TEST

After completing the test you will receive a Feedback Questionnaire in which you will be asked your opinion of the testing conditions. You may also be asked to rate your satisfaction with the registration procedure and the test, or to express your opinion on other areas that the National Institute for Testing and Evaluation deals with. The Feedback Questionnaire is not part of the Psychometric Entrance Test; it is reviewed separately from the test answer sheets, and it cannot in any way affect you or your test score. Answering the questionnaire is optional, but we would appreciate your taking a few minutes to do so, as your answers will enable us to improve the service we offer examinees. Please note that the feedback questionnaire is not designed for dealing with individual complaints. If you have any questions or complaints about the test, please **address them in writing to the Customer Relations Department at the National Institute for Testing and Evaluation within one week of the test date.** **You will receive a personal reply.**

Some examinees might leave the test feeling that many questions were difficult, that they did not write a good essay, or that they did not manage to answer all of the questions in the allotted time. It is important to understand that even though the score is calculated on the basis of the quality of your essay and the number of questions you answered correctly, it is also equated with the performance of all other examinees on all versions of the test, in all languages, and for all test administrations. Therefore, even if you left the test thinking that you performed poorly, it is still entirely possible that you did well.

■ TEST RESULTS

HOW THE SCORES ARE CALCULATED

Score Calculation: A Four-Step Process

- A. **Calculation of the raw score for the writing task:** Details pertaining to how the scores for the writing task are calculated can be found in the Guide for Examinees, in the section containing examples for each type of question – Verbal Reasoning, under the paragraph labeled "writing task." The writing task will be added to the Psychometric Entrance Test beginning with the September 2012 administration.
- B. **Calculation of the raw scores for the multiple-choice sections:** The total number of correct answers in each test domain constitutes the raw score for that domain.
- C. **Calculation of scores for the three test domains:** In order to equate the scores of examinees tested on different versions of the test, in different languages and on different administration dates, the raw score on the writing task and the raw scores on the multiple-choice sections in each of the three test domains are converted to a standardized scale. The score on the writing task will account for 25% of the score in the Verbal Reasoning domain. The scoring scale in each test area ranges from 50-150 points.
- D. **Calculation of the Psychometric Entrance Test (PET) General Scores:** The PET General Scores are based on weighted averages in which the scores on the various domains receive different weights. For the Multi-Domain Score, the weight of the score on the Verbal Reasoning and Quantitative Reasoning domains are double that of the score on the English domain. For the Sciences-Oriented Score, the score on the Quantitative Reasoning domain will have three times the weight of each of the other two scores. For the Humanities-Oriented score, the score on the Verbal Reasoning domain will have three times the weight of each of the other two scores.

The scoring scale for each of the PET General Scores ranges from 200-800 points. An example of how the scores are calculated appears at the end of the *Guide for Examinees*.

REPORTING OF TEST SCORES

Your test results are forwarded to you by mail. You can also view them on NITE's website – www.nite.org.il – after entering your personal data. At the same time, your test scores are forwarded to all of the educational institutions to which you requested that they be sent. The test report contains the following information:

- a. Domain scores for each of the three domains – Verbal Reasoning, Quantitative Reasoning, and English.
- b. Three General Psychometric Scores, based on different weightings of the three domain scores.

A leaflet explaining the test scores is included with the test report. Under no circumstances are test results given by phone or fax.

WHAT THE SCORES MEAN

The PET scores are an indication of an examinee's prospects of academic success. This does not mean that only those who attain high PET scores will be successful in their studies, but that the higher a person's PET scores are, the greater the likelihood of academic success. Each academic institution is free to decide how it will use the weighted PET scores for screening and accepting applicants, and it is possible that this method will vary among various fields of study within a given institution.

Since the educational institutions cannot accept all applicants, they give preference to candidates who are more likely to succeed. For the purpose of screening applicants, the educational institutions make use of matriculation (Bagrut) scores, PET scores, and sometimes other information, such as additional tests or a personal interview. Each institution uses different combinations of these data. In most university departments and in other institutions, a final score, called the General Admissions Score, is calculated for each applicant. This score is made up of the matriculation scores and/or the PET scores and additional data. The institution ranks all those applying to a particular department, from the one with the highest General Admissions Score to the one with the lowest. The admissions cutoff point is determined on the basis of this ranking. This is the point on the admissions scores scale which marks the divide between those who are accepted (those who have General Admissions Scores higher than the cutoff) and those who are not (those who have General Admissions Scores lower than the cutoff score). The exact cutoff point is usually determined on the basis of available places and on the applicants' academic level. The fewer available places there are, or the higher the level of the applicants, the higher the cutoff point will be.

This description of the admissions process makes it clear why an applicant may be accepted by one department or institution, yet rejected by another: Different institutions may give different weights to the PET and matriculation scores, respectively; the ratio of applicants to available places varies from one institution to another; and the academic level of applicants to the different institutions may also vary. The same holds true for various departments within a specific institution. Therefore, even if applicants are not accepted to their department of choice, they may apply to another department or educational institution, or apply for the following academic year.

SUMMONS FOR RETESTING

When the Psychometric Entrance Tests are evaluated, certain checks are routinely performed to ensure that examinees' scores accurately reflect their ability. In certain cases, the National Institute for Testing and Evaluation may encounter difficulties in evaluating a test score, either because of irregular or inconsistent findings on the test, or as a result of technical problems. If, at any time, doubt arises as to a test's reliability, for any test administration and for whatever reason, including those mentioned above, the examinee is summoned for retesting at the offices of the National Institute for Testing and Evaluation in Jerusalem, and the test score is frozen until the matter has been clarified. Only after the examinee is retested will the National Institute for Testing and Evaluation decide how to deal with the case. Generally, a summons for retesting is sent in writing to the relevant examinees within six weeks of the original test date, but it may also be issued at a later date.

General Information