

Meeting 09 • 2 February 2010

Version:
2/2/10

Today • my deadline page

numbers in () = minutes planned for activity/ topic

√ = topic / activity that was adequately dealt with during the class

+ = topic needs more attention & will be resumed at next / subsequent meeting(s)

- = a topic / activity that was proposed but not carried out (but will be taken up later)

~~Struckthrough text like this~~ = a topic / activity that was proposed but not included / is not going to be taken up after all*Italic text like this* = comments after the meeting

| | |
|------|---|
| | Main topic(s): Introduction to Assessment; the FL and AL Cultures |
| (5) | (possibly a regular feature:) assessment in the news! NYRB progressive British historian (German history) reminisces about the reactionary pedagogy of his childhood German class <i>NYRB Feb 11, 2010, pp 40-41 Tony Judt</i> |
| (20) | The OPI - any questions about method, technology, writing up the rating, rating your technique? Does the group want to discuss pedagogical implications now or later? Here are some texts: Govoni, et al, "Effects of the ACTFL-OPI-Type training on Student Performance, Instructional Methods, and Classroom Materials in the Secondary Foreign Language Classroom" (0072a [abstract] 1999); Hayden, "Suggestions for Curricular Implications of the OPI, or What do I do to work towards those outcomes with the textbook I have?" (0135, 1995); a WBF German test from 1979 (0347); a WBF German writing test from 10 years later |
| (30) | rubrics: Basic level descriptors (0108, PPS). Implications for learning. a) an example unrelated to languages (groom ties shoes before wedding; children make breakfast in bed for Mom on Mothers' Day); b) language-related examples: Oral French Exam (0123); GER 101 Assignment 1; c) GER 102 Project 1 |
| (30) | The (withdrawn) ACTFL language-specific guidelines for German (0033a & 0033b, with culture guidelines and grammar grids!) - try mapping some grammatical features (pronouns? past tenses? acc-dat prepositions? past perfect? Konjunktiv [I? II?]) onto the proficiency levels); so how do you create and teach to a "spiral syllabus" |
| (10) | Testing & teaching writing: initial discussion. Materials: ACTFL Guidelines for Writing (0013); an English sample (KLF: 0672 grocery list; 0672 a day); outstanding article about teaching writing (Barnett, 0009) |



Kanin

"You don't need to sacrifice good grammar in order to talk dirty."

Upcoming class meetings

2/4 Feb.: assessing writing (L2, of course; but how about L1?); teaching writing; much ore about rubrics (and an assignment to create one?); thinking about the BIMP

Upcoming assignment(s)

This section offers a PREVIEW, not activated assignments. Assignments are made, with announcement of their deadlines, both in class and on the "schedule" page. Within a week you should have conducted at least one practice pseudo-OPI

Announcements

The change of the course to German-only participation requires some more rethinking of the syllabus. So I'm dropping any specific ESL aspects, at least temporarily, and we'll resume the discussion in a week or so.

Misc.

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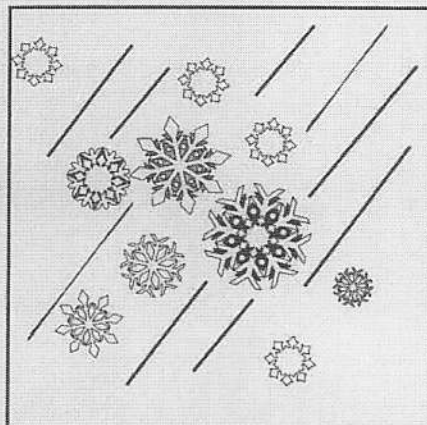
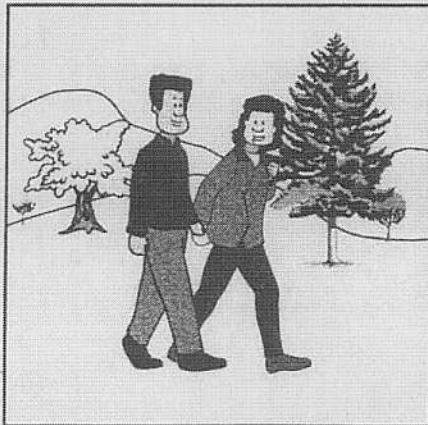
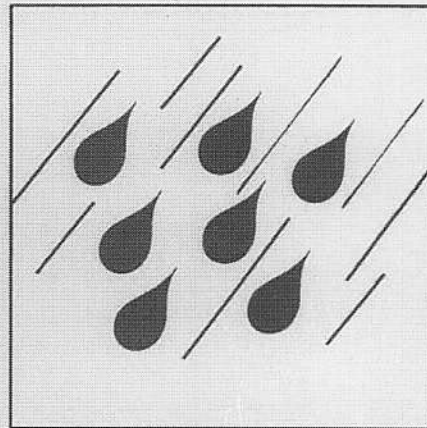
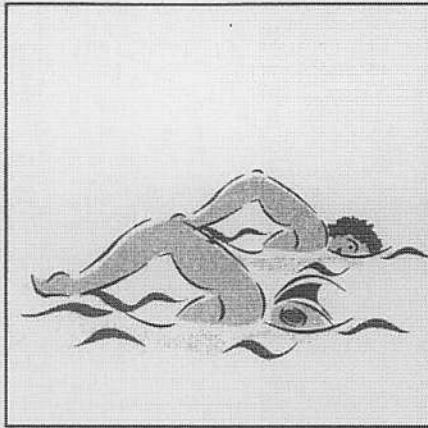
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ORAL FRENCH EXAM: SHORT ANSWER

Figure 3.8, provided by Sandra Howard of Marin Catholic High School in Kentfield, CA, is a good example of a short, easy-to-grade oral exam with visual cues, to test activities in the passé composé tense and weather in the imparfait.

FIGURE 3.8 DISCOVERING FRENCH ROUGE UNITÉ 3 EXAMEN ORAL

Why *didn't* these people do the following things?



Contributed by Sandra Howard

Each "testee" is allowed to look at his story for up to two minutes before beginning to talk. The second student gets story #2 and is looking at it while the first student talks. When the first student finishes, he sets down story #1, goes to get the third student who picks up story #1 and looks at it while the second student is talking, and so forth.

I do half the class one day and half the class the next day, with very little disruption of my classroom. I use a different tape for each period, so after school I grade an entire class on one tape.

Figure 3.7 is a copy of the rubric Susan uses to evaluate these performances, and which she shares with the students before the evaluation.

FIGURE 3.7 ORAL RUBRIC

| <i>Comprehensibility</i> | <i>Vocabulary</i> | <i>Correctness of language</i> | <i>Risk-taking, signs of improvement</i> |
|--|---|---|---|
| <p>5</p> <p>Story was easy to understand. It was a complete story, with a beginning, middle, and end.</p> | <p>5</p> <p>Lots of detail. A wide variety of vocabulary words (more than just from current lesson.)</p> | <p>5</p> <p>Good pronunciation. Almost no grammar mistakes. Language flowed smoothly.</p> | <p>5</p> <p>Story was creative, told with expression. You used transition words, inserted colorful comments. You found a way to communicate entirely in French.</p> |
| <p>3</p> <p>Story was fairly easy to follow, but there were a few rough spots (hesitation or groping for words.)</p> | <p>3</p> <p>You used the vocabulary necessary to tell the story. The basic vocabulary was used correctly.</p> | <p>3</p> <p>Mostly correct, but you had some difficulty with pronunciation or grammar.</p> | <p>3</p> <p>Some vocal expression and creativity. The story was told correctly some elaboration.</p> |
| <p>1</p> <p>Story was difficult to follow. Speech was very choppy.</p> | <p>1</p> <p>The story lacked needed words or misused words.</p> | <p>1</p> <p>Little attempt made to pronounce correctly. Significant errors in usage or grammar.</p> | <p>1</p> <p>Monotone. You resorted to English. You only did the minimum to get by.</p> |

Contributed by Susan Gross

Name: _____

- Part 1 a) write the Fourth of July in numerals, German style _____
 b) write the German names of two kinds of beverage
 (no brand-names — English example: "soft drink" is OK, "RC-Cola" is not)
- _____

Part 2 You are addressing by hand two airmail envelopes. The person who provided the information has "helpfully" Americanized it by — among other things — converting the personal titles and native city names to English equivalents, and by changing "ß" to "ss." Convert the information back to its native form. You should also specify the country of destination, first in its native language (for postal clerks near the destination) and then in English (for our postal workers). Use abbreviations only if the postal worker can be expected to understand them. Your handwriting should be legible to native users of German who frequently deal with foreign mail but who are in a hurry to get their job done.

Mr. Johann Sievers
 12 Mozart Strasse
 5 Cologne

Miss Angela Meyer
 7 Opern Ring
 1001 Vienna

| | | |
|--------------------|-------|-------|
| (title) | Herrn | _____ |
| (name) | _____ | _____ |
| (street) | _____ | _____ |
| (ZIP / city) | _____ | _____ |
| (country: GERMAN) | _____ | _____ |
| (country: ENGLISH) | _____ | _____ |

Part 3 Assume you are in a German-speaking country. You're confused. You're sure you had an appointment to meet an acquaintance yesterday at a certain time for lunch or dinner, and you indeed showed up. The other person didn't. But maybe it was you who goofed, say by confusing "Di" with "Do" or "19 Uhr" with "9 o'clock." No real harm done: you're going to be in the city a few more nights, and anyway the meal was nice. Leave a note for your contact. Matters to address: 1) mention what happened, and where and when; 2) double-check the plans that seem to have been mistaken; 3) suggest arrangements for a new meeting — this time let the other person come find you. Write your note on the back of this page.

(About grading: Your test will be judged not on the number of mistakes you make, but rather on your ability to carry out the task described. It is in your best interest to attempt to demonstrate your knowledge of the material covered heretofore in the course. Longer is not necessarily better, but neither is shorter.)

Chapter One Writing Test — Key and Evaluation

Part 1 @ 2 pts = 6

Part 2: 8 + 10 pts = 18

Weighting: Part 1 + Part 2 = 25%; Part 3 = 75%

Part 3 Standards

Currently the student can produce only a few sentences stating basic facts about time and location ("I was here at 3. Where were you? Wasn't it here at 3? I'll be here tomorrow at 3, and in the Imbiß at 4."). Ability to manipulate sein (including interrogative patterns) and to reproduce phrases like "um X Uhr" and "im Imbiß" will be vital. When you return the tests, emphasize the importance of expressing oneself simply and of avoiding translation of elaborate English patterns. More positively, remind the students that even now they can carry out adult tasks.

Note: Count as errors only those which were avoidable with Chapter 1 knowledge!

Excellent — Consistent conjugation, or rather knowledge of the lexical information about differences in verb forms. Uses *war*, though not necessarily with correct *Sie*-form. Simple word order correct. Almost certainly uses *nicht* — precise placement may be defective, but will not occur between subject and verb. May well formulate questions or employ similar rhetorical devices. Vocabulary shows no gaps, and is likely good enough to compensate for the necessarily scanty grammar. Orthography solid. Uses courtesy phrases.

Good — Conveys the major points. Some conjugation. Weaknesses in several but by no means all of the major features above. Likely strong in either grammar or vocabulary. Inaccuracy in details (*in Imbiß, *Sontag).

OK — Conveys much of the message in a simplistic way. *Ich* and *Sie* used, with occasional conjugation. Likely garbles *es ist /ist es*. Frequent random misspelling, and some interference patterns (*ie/ei, w/v, k/ch*, etc. — but not all such).

Deficient — Much of the message is garbled or some points are forgotten. Conjugation quite unreliable; problems even with pronouns; may omit forms of *sein*. Confuses parts of speech (*Uhr ist spät.) or basic function-words (*wie/wir*). Weakness even in the vocabulary of the preliminary units. Obvious misspelling of some (but not all!) high-frequency words (*Deinstag — but not *Deinztagg).

Shorthand evaluation:

Excellent — does it all Good — weakness in either current grammar or vocabulary Deficient — weakness in earlier material

Presenter _____ Scorer _____ Date _____ Total Score _____ Grade _____

German 101/102/103 – Scoring Guide for Assignment 1: Contact Instructor

Rule of thumb for 4/satisfactory: On time; no major defects; may need a few minutes of help.

“Global” column is a cross-check, NOT a separate factor in grading. All factors count equally. Returning students are rated on Factors 1-3 only (each @33 1/3 %); new students are rated on Factors 1-4 (each @25%)

| | Global (= average of the four at right>>) | Factor 1: On time? | Factor 2: Content | Factor 3: Transcription | Factor 4: Special Characters |
|---|--|---|--|--|---|
| 6 | Fast and right with no need for help | received same day as assigned | 4 elements, all present: greeting; names courses; closing; adds own content in German or some other sign of interest | All German words exactly correct. | all there |
| 5 | Does quality work on time and without help | received before second class meeting | 3 elements | 1 word wrong (actually wrong, not just wrong capitalization) | most are there (may skip upper-case, ß, etc.) |
| 4 | Learns comfortably and capably with little need for help. Could become an A, could become a C. | received by end of first week of classes | n.a. | 2 words wrong | attempted all special characters, but they may have been garbled on receipt |
| 3 | Can do it with a little shaping up | received 1 class day later than 4 above | 2 elements | 3 words wrong | n.a. |
| 2 | Has equal probability of succeeding or failing. | received by end of second week of classes | n.a. | 4 words wrong | is aware there is a problem to solve |
| 1 | Is going to fail unless gets serious immediately. | received by end of third week of classes | 1 element | 5 words wrong | n.a. |