

Meeting 08 • 25 April 2013 • Thursday key to symbols Version:
4/25/13

Week 4: continuation of week 3; rubrics
(5') Review of previous meeting (maybe)
(30') language-specific Proficiency Guidelines for speaking (French [0034] • German [0033] • Spanish [0032] • Japanese [0042]) – to be used with caution. Remember always to focus on: 1) the first sentence in each guideline profile; 2) function and context, prioritized over accuracy; 3) text type; 4) checking that the interview is valid
(30') practice interview (WBF, French)
(30') depending on need: separate session at end of class for German, to audit other pseudo-OPIs; if so, we'll skip part of what's below
(10') if time: backgrounds and professional interests of instructor; embarrassing example of one of his old tests (0347), for which he pleads the excuses of youth and lack of training
(10') Close look at Assignment #3 (Pseudo-OPI)
(20') scoring guides / rubrics: an example from PSU GER 101 ("Get in Touch" assignment); written assignment #1 and on-the-spot revision of one part

Upcoming class meetings

Major focus for the next several weeks: ACTFL Guidelines and the OPI; pseudo-OPI training, including demos on each other, role-play situations, and writing up the evaluation; preview of Assignment 3 (conduct a pseudo-OPI); standards and test instruments of the European Guidelines.

Upcoming assignment(s)

Assignment #3, conduct and document a pseudo-OPI

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Provisional French Descriptions—Speaking

Novice—Low Unable to function in spoken French. Oral production is limited to occasional isolated words or expressions which have been borrowed into English or which are cognates of English words. Some examples are: *voilà, c'est la vie, cuisine, auto, table*. Essentially no communicative ability.

Novice—Mid Able to operate only in a very limited capacity within very predictable areas of need. Vocabulary is limited to that necessary to express simple elementary needs and basic courtesy formulae, such as *Bonjour, Au revoir, Comment allez-vous?, Très bien, merci, Je m'appelle...*, etc. Syntax is fragmented, verbs are used mostly in the infinitive form, and there is little or no subject-verb agreement or noun-adjective agreement. The majority of utterances consist of isolated words or short formulae. Utterances are marked and often flawed by repetition of an interlocutor's words (*Q: Quel sport préférez-vous? *A: Vous préférez le sport tennis.*) and frequent long pauses; speakers at this level cannot create original sentences or cope with the simplest situations. Pronunciation is frequently unintelligible and is strongly influenced by the first language. Can be understood only with difficulty, even by persons such as teachers who are used to dealing with non-native speakers or in interactions where the context strongly supports the utterances.

* Denotes an error characteristic of speakers at this level.

Novice—High Able to satisfy immediate needs using learned utterances. There is no consistent ability to create original sentences or cope with simple survival situations, although there are some emerging signs of spontaneity and flexibility. Can ask questions or make statements with reasonable accuracy only where this involves short memorized utterances or formulae. There is some increase in utterance length, but frequent long pauses and repetition of the interlocutor's words still occur. Most utterances are telegraphic and errors often occur when word endings and verbs are omitted or confused (e.g., *Oui. *Je parle française.*). Speech is characterized by enumeration, rather than by sentences. Vocabulary is limited to common areas, such as colors, days of the week, months of the year, names of basic objects, numbers up to 60, and names of immediate family members. There is some concept of the present tense forms of the verbs and some common irregular verbs (*aimer, parler, habiter, avoir, être, vouloir, aller*), although use is limited primarily to first person singular and first and second person plural. There is some use of articles, indicating a concept of gender, although mistakes are constant and numerous. Question words are limited to *où, quand, quel, est-ce que, pourquoi, comment* and questions are often syntactically incorrect and semantically inaccurate. May be able to pronounce sounds correctly in isolation (*r, u, p, t, k, é*) but cannot do so consistently in words or sound clusters. Errors are frequent and, in spite of repetition, may severely inhibit communication even with persons used to dealing with such learners. Unable to make one's needs known and communicate essential information in a simple survival situation.

* Denotes an error characteristic of speakers at this level.

Intermediate—Low Able to satisfy basic survival needs and minimum courtesy requirements. In areas of immediate need or on very familiar topics, can ask and answer some simple questions, can respond to and sometimes initiate simple statements, and can maintain simple face-to-face conversation. Can ask and answer questions such as *Quel âge avez-vous? Comment vous appelez-vous? Combien de frères et de soeurs avez-vous? Qu'est-ce que tu étudies?*. Can sustain a short conversation on such familiar topics as characteristics of self and family members (name, age, physical description), location and description of home, school, or workplace, and other topics that involve an exchange of simple factual information. Can make one's needs known with great difficulty in a simple survival situation, such as ordering a meal, getting a hotel room, and asking for directions. Vocabulary is inadequate to express anything beyond basic information on familiar subjects and elementary needs. Little precision in information can be conveyed and misunderstandings frequently arise because of limited vocabulary, numerous grammatical errors, and poor pronunciation and intonation. There is some control of the present tense of regular verbs and the more common irregular verbs and of gender, number, and subject-verb agreement. Can give simple answers in the negative, limited to the *ne...pas* construction. Misunderstandings frequently arise from limited vocabulary and grammar and erroneous phonology, but, with repetition, can generally be understood by native speakers in regular contact with foreigners attempting to speak French. Little precision in information conveyed owing to tentative state of grammatical development and little or no use of modifiers.

Intermediate—Mid Able to satisfy most routine travel and survival needs and some limited social demands. Can ask and answer questions on very familiar topics and in areas of immediate need. Can initiate and respond to simple statements, and can maintain simple face-to-face conversation. Can ask and answer questions and carry on a conversation on topics beyond basic survival needs or involving the exchange of basic personal information, i.e., can talk simply about autobiographical details, leisure time activities, daily schedule, and

some future plans. In a simple situation, such as ordering a meal, making purchases, and requesting a hotel room, can deal with details, such as requesting a table for two in a quiet corner, asking for an article of clothing of a particular color, getting a hotel room with a private bath for a given length of time, or inquiring about modes of payment. Can handle simple transactions at the post office, bank, drugstore, etc. Misunderstandings arise because of limited vocabulary, frequent grammatical errors, and poor pronunciation and intonation, although speakers at this level have broader vocabulary and/or greater grammatical and phonological control than speakers at Intermediate Low. Speech is often characterized by long pauses. Some grammatical accuracy in basic constructions, i.e., subject-verb agreement, noun-adjective and gender agreement for familiar vocabulary, present tense of regular verbs and common irregular verbs such as *avoir*, *être*, *aller*, *faire*, *vouloir*, *pouvoir*, *savoir*, *devoir*, *comprendre*. Can express future time using *aller* plus infinitive. May have a concept of past time, but can use only isolated past tense forms which have been learned as vocabulary items. Syntax in most simple declarative sentences is generally correct, including placement of most common adjectives. Is generally understood by persons used to dealing with foreigners.

Intermediate—High

Able to satisfy most survival needs and limited social demands. Developing flexibility in language production although fluency is still uneven. Can initiate and sustain a general conversation on factual topics beyond basic survival needs. Can give autobiographical information and discuss leisure time activities. To a lesser degree, can talk about some past activities and future plans and non-personal topics, such as activities of organizations, and descriptions of events, although ability to describe and give precise information in these areas is limited. Can provide sporadically, although not consistently, simple description and narration of present, past, or future events, although limited vocabulary range and insufficient control of grammar lead to much hesitation and inaccuracy. Extended discourse is largely a series of short, discrete utterances; cannot sustain coherent structures in longer utterances by the use of conjunctions or relative clauses. Some control of the *passé composé* and basic reflexive verbs. May be able to use some direct and indirect object pronouns, although syntax may still be faulty. Is able to use the partitive (affirmative and negative), demonstrative adjectives, most expressions of quantity, most adverbs, and some idiomatic expressions with *avoir* and *faire*. Comprehensible to native speakers used to dealing with foreigners, but still has to repeat utterances frequently to be understood by the general public.

Advanced

Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social and general conversations. Can narrate, describe, and explain in past, present, and future time. Can communicate facts—what, who, when, where, how much—and can explain points of view in an uncomplicated fashion, but cannot conjecture or coherently support an opinion. Can talk in a general way about topics of current public interest (e.g., current events, student rules and regulations), as well as personal interest (work, leisure time activities) and can give autobiographical information. Can make factual comparisons, such as college life vs. high school life. Can handle limited work requirements, needing help in handling any complications or difficulties. Can make a point forcefully and communicate needs and thoughts in a situation with a complication (e.g., calling a mechanic for help with a stalled car, explaining suspicious-looking possessions to a customs official). Has a speaking vocabulary sufficient to respond simply with some circumlocutions. Can be understood by native speakers not used to dealing with foreigners, in spite of some pronunciation difficulties. Can usually handle elementary constructions quite accurately, such as the present, *passé composé*, imperfect, future tenses of regular and irregular verbs. Has good control of the reflexive and impersonal form of verbs and of imperatives. However, use of conditional sentences is minimal and very unstable. Is able to use adjectives (including *tout*, comparative and superlative forms) correctly, and can handle object pronouns (one pronoun only), interrogative pronouns, relative pronouns, negative patterns other than *ne...pas*, most prepositions and idiomatic expressions using *depuis* with past tense and *il y a* (ago). Generally syntax is correct and word order is sustained with all pronouns, including *y* and *en*. Grasps but does not control the basic differences in usage between the *passé composé* and the imperfect (repeated or continuous vs. single action in the past, etc.) so that many mistakes are to be expected. Can link sentences together in limited discourse by using conjunctions and subordinate clauses.

Advanced Plus

Able to satisfy most work requirements and show some ability to communicate on concrete topics relating to particular interests and special fields of competence. Can narrate, describe, and explain in past, present, and future time. Can communicate facts and explain points of view in an uncomplicated fashion consistently. Shows some ability to support opinions, explain in detail, and hypothesize, although only sporadically. Can discuss topics of current interest and personal interest, and can handle routine work requirements and some complications. Can handle situations involving complications that arise in everyday life (see Advanced Level examples) but will have difficulty with unfamiliar situations (e.g., losing a contact lens in a sink drain and going to a neighbor to borrow a wrench). Normally controls general vocabulary, with

Provisional German Descriptions — Speaking

- Novice—Low Unable to function in spoken German. Oral production is limited to occasional isolated words such as *ja, nein, ich, Sie, Fritz* (name), *Fräulein*. Essentially no communicative ability.
- Novice—Mid Able to operate only in a very limited capacity within very predictable areas of need. Vocabulary is limited to that necessary to express simple elementary needs and basic courtesy formulae such as *Guten Tag/Morgen; Auf Wiedersehen; Das ist... (name), was ist...; Wer ist das? Danke; Bitte; Grüß Gott*. Speakers at this level cannot create original sentences or cope with the simplest situations. Pronunciation is frequently unintelligible and is strongly influenced by the first language. Can be understood only with difficulty, even by persons such as teachers who are used to dealing with non-native speakers or in interactions where the context strongly supports the utterance.
- Novice—High Able to satisfy immediate needs using learned utterances. There is no consistent ability to create original sentences or cope with simple survival situations. Can ask questions or make statements with reasonable accuracy only where this involves short memorized utterances or formulae. Vocabulary is limited to common areas such as colors, days of the week, months of the year, names of basic objects, numbers, and names of immediate family members—*Vater, Mutter, Geschwister*. Grammar shows only a few parts of speech. Verbs are generally in the present tense. Errors are frequent and, in spite of repetition, may severely inhibit communication even with persons used to dealing with such learners. Unable to make one's needs known and communicate essential information in a simple survival situation.
- Intermediate—Low Able to satisfy basic survival needs and minimum courtesy requirements. In areas of immediate need or in very familiar topics, can ask and answer some simple questions and respond to and sometimes initiate simple statements. Can make one's needs known with great difficulty in a simple survival situation, such as ordering a meal, getting a hotel room, and asking for directions; vocabulary is adequate to talk simply about learning the target language and other academic studies. For example: *Wieviel kostet das? Wo ist der Bahnhof? Ich möchte zu... Wieviel Uhr ist es? Ich lerne hier Deutsch; Ich studiere schon 2 Jahre; Ich habe eine Wohnung*. Awareness of gender apparent (many mistakes). Word order is random. Verbs are generally in the present tense. Some correct use of predicate adjectives and personal pronouns (*ich, wir*). No clear distinction made between polite and familiar address forms (*Sie, du*). Awareness of case system sketchy. Frequent errors in all structures. Misunderstandings frequently arise from limited vocabulary and grammar and erroneous phonology, but, with repetition, can generally be understood by native speakers in regular contact with foreigners attempting to speak German. Little precision in information conveyed owing to tentative state of grammatical development and little or no use of modifiers.
- Intermediate—Mid Able to satisfy most routine travel and survival needs and some limited social demands. Can ask and answer questions on very familiar topics and in areas of immediate need. Can initiate and respond to simple statements, and can maintain simple face-to-face conversation. Can ask and answer questions and carry on a conversation on topics beyond basic survival needs or involving the exchange of personal information, i.e., can talk simply about autobiographical information, leisure time activities, academic subjects. Can handle simple transactions at the post office, bank, drugstore, etc. Misunderstandings arise because of limited vocabulary, frequent grammatical errors, and poor pronunciation and intonation, although speakers at this level have broader vocabulary and/or greater grammatical and phonological control than speakers at Intermediate-Low. Speech is often characterized by long pauses. Some grammatical accuracy in some basic structures, i.e., subject-verb agreement, word order in simple statements (excluding adverbs) and interrogative forms, present tense of irregular verbs and imperative of separable prefix verbs (*Kommen Sie mit!*). Fluency is still strained but may be quite natural while within familiar territory. Is generally understood by persons used to dealing with foreigners.
- Intermediate—High Able to satisfy most survival needs and limited social demands. Developing flexibility in language production although fluency is still uneven. Can initiate and sustain a general conversation on factual topics beyond basic survival needs. Can give autobiographical information and discuss leisure time activities. Most verbs are still in the present tense, more common past participles appear (*gegangen, gesehen, geschlafen*). Many mistakes in choice of auxiliary (**habe gegangen* with the present perfect). Past tense is attempted also with common imperfect forms (*sagte, hatte, war*). Several high-frequency separable prefix verbs appear in the indicative (*ich gehe mit*). There is inconsistent coding of proper dative and accusative cases following prepositions in singular and plural. Attempts to expand discourse which is only accurate in short sentences. Frequently gropes for words. Comprehensible to native speakers used to dealing with foreigners, but still has to repeat utterances frequently to be understood by the general public.

* Denotes an error characteristic of speakers at this level.

Advanced

Able to satisfy routine social demands and limited school and work requirements. Can handle with confidence but not with facility most social and general conversations. Can narrate, describe and explain in past, present, and future time. Can communicate facts—what, who, when, where, how much—and can explain a point of view, in an uncomplicated fashion, but cannot conjecture or coherently support an opinion. Can talk in a general way about topics of current public interest (e.g., current events, student rules and regulations), as well as personal interest (work, leisure time activities) and can give autobiographical information. Can make factual comparisons (e.g., life in a city vs. life in a rural area). Can handle work related requirements, needing help in handling any complications or difficulties. Can make a point forcefully and communicate needs and thoughts in a situation with a complication (e.g., calling a mechanic for help with a stalled car, losing traveler's checks). Has a speaking vocabulary sufficient to respond simply with some circumlocutions. Can be understood by native speakers not used to dealing with foreigners, in spite of some pronunciation difficulties. Good control of all verbs in present tense, past participles of most verbs, simple past tense of most irregular verbs, modal auxiliaries, most separable verbs and some reflexives. Double infinitives in main clauses may be attempted (mistakes are expected). Genders of high frequency words are mostly correct. Some inaccuracy in choice of prepositions as well as in distinctions between position and motion. Speaker is hesitant at times and gropes for words, uses paraphrases and fillers, uncomplicated dependent clauses (*dass, weil*) but mistakes are expected when sentences are joined in limited discourse.

Advanced Plus

Able to satisfy most school and work requirements and show some ability to communicate on concrete topics relating to particular interests and special fields of competence. Can narrate, describe, and explain in past, present, and future time. Can consistently communicate facts and explain points of view in an uncomplicated fashion. Shows some ability to support opinions, explain in detail, and hypothesize, although only sporadically. Can discuss topics of current and personal interest, and can handle most situations that arise in everyday life (see Advanced Level examples) but will have difficulty with unfamiliar situations (e.g., losing a contact lens in a sink drain and going to a neighbor to borrow a wrench). Normally controls general vocabulary with some groping still evident. Speaking performance is often uneven (e.g., strong in either grammar or vocabulary but not in both). Good control of most verbs in present and past tense and most imperative forms. Irregular control of infinitive clauses with *zu*, conditional sentences (with *würde* plus infinitive, *hätte, wäre, könnte*, and *da(r)-* and *wo(r)-* compounds). Better control of prepositions and adjective endings but mistakes will occur. Control of dependent clauses. Distinguishes between subordinating and coordinating conjunctions and how they affect word order (*denn, weil*). Good control of limited discourse, but many errors in all more complicated structures. Often shows remarkable fluency and ease of speech, but under tension or pressure language may break down.

Superior

Able to speak the language with sufficient structural accuracy and vocabulary to participate in most formal and informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease. Can support opinions, hypothesize, and conjecture. May not be able to tailor language to fit various audiences or discuss highly abstract topics in depth. Vocabulary is broad enough that speaker rarely has to grope for a word; good use of circumlocution. Pronunciation may still be obviously foreign. Control of grammar is good. Sporadic errors but no patterns of error in tenses, cases, attributive adjectives, pronouns, most verbs plus preposition, dependent clauses, subjunctive II (present and past). Control less consistent in low frequency structures such as passive plus modals, the *lassen* construction, verbs plus specific prepositions (*achten, auf, sich halten an, sich irren in*), directional adverbs (*hin auf, hinunter, herüber*), double infinitives in dependent clauses (*dass er das nicht hat machen sollen*). Varying degrees of competence in usage of idiomatic expression and slang. Errors never interfere with understanding and rarely disturb the native speaker.

Provisional German Descriptions—Listening

Novice—Low

No practical understanding of spoken German. Understanding is limited to cognates, borrowed words, high frequency social conventions, and occasional isolated words, such as *Tag, Auto, Haus, heute, morgen, schön*. Essentially no ability to comprehend even short utterances.

Novice—Mid

Sufficient comprehension to understand some memorized words within predictable areas of need. Vocabulary for comprehension is limited to simple elementary needs, basic courtesy formulae, such as *Guten Tag, Wie geht's? Auf Wiedersehen, Bis morgen, Danke*, and very simple memorized material relating to everyday objects and situations. Utterances understood rarely exceed more than two or three words at a time, and ability to understand is characterized by long pauses for assimilation and by repeated requests on the listener's part for repetition, and/or a slower rate of speech. Confuses words that sound similar, such as *fährt/Fahrt*, and pronouns, *er/ihr*.

Descriptions-Speaking

Novice	The Novice level is characterized by the ability to communicate minimally with learned material.
Novice-Low	<p><i>Generic.</i> Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.</p> <p><i>Japanese:</i> Oral production is limited to isolated words, such as <i>sayonara</i>, <i>hai</i>, or common loan words in English such as <i>kimono</i>. Essentially no communicative ability.</p>
Novice-Mid	<p><i>Generic.</i> Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers may be understood only with great difficulty.</p> <p><i>Japanese.</i> Oral production continues to consist of isolated words and phrases within very predictable areas of need. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies such as <i>ohayoo (gozaimasu)</i>, <i>konnichi wa</i>, <i>arigatoo (gozaimasu)</i>, <i>doozo</i>, and <i>dooom</i>. Speech may be hesitant.</p>
Novice-High	<p><i>Generic.</i> Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood, even by sympathetic interlocutors.</p> <p><i>Japanese.</i> Able to satisfy partially the requirements of basic communicative exchanges. Can handle a very limited number of simple questions, such as <i>Nan desu ka?</i> <i>Doko desu ka?</i> <i>Dare desu ka?</i>, and may be able to answer such questions. Vocabulary centers on categories such as basic objects and activities. May utilize English words within a Japanese context without appropriate phonological adaption, for example, <i>Airport doko desu ka?</i> Able to count but not to use the classifier system. Delivery may still be strongly influenced by first language.</p>
Intermediate	<p>The Intermediate level is characterized by the speaker's ability to:</p> <ul style="list-style-type: none"> —create with the language by combining and recombining learned elements, though primarily in a reactive mode; —initiate, minimally sustain, and close in a simple way basic communicative tasks; and —ask and answer questions.
Intermediate-Low	<i>Generic.</i> Able to handle successfully a limited number of interactive, task-oriented

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%); returning students also name courses

	Global (= average of the four at rights>)	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 (=24 hours)	4 (102/103: 5) elements: greeting; 2 sentences; 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.

Liebe / Lieber,

Danke für Ihre Email. Ich habe Sie jetzt in meinem Adreßbuch. Die Email ist früh (danke!) / pünktlich / spät / sehr spät.

Der deutsche Text ist nicht / fast / perfekt. Die deutschen Sonderzeichen (äÄ usw.) sind alle OK / noch problematisch.

Ihre Bewertungen und Note:

Faktor 1 Pünktlichkeit (on time?): ; Korrekturhilfe:

Faktor 2 Inhalt (content): ; Korrekturhilfe:

Faktor 3 Textwiedergabe (transcription): ; Korrekturhilfe:

Faktor 4 deutsche Sonderzeichen (German special characters): ;

Korrekturhilfe:

Gesamtergebnis (total score): =

(The web page that describes this assignment includes a link to the scoring guide.)

Bis -tag / morgen / später um 10.15 Uhr in der Deutschstunde!

Bill Fischer

Oh, bitte: LiebE Frau X, Lieber Herr Y