

0665-1
4
Jk

4-5 + 5 + 5 = 14.5
14.5 / 3 = 4.8
Total Score 4.8 + 4 = 8.8
Grade A

4-5 + 5 + 5 = 14.5
14.5 / 3 = 4.8
Total Score 4.8 + 4 = 8.8
Grade A

4-5 + 5 + 5 = 14.5
14.5 / 3 = 4.8
Total Score 4.8 + 4 = 8.8
Grade A

4-5 + 5 + 5 = 14.5
14.5 / 3 = 4.8
Total Score 4.8 + 4 = 8.8
Grade A

Presenter: WBF Scorer: WBF Date: 12 Feb 09

Scoring Guide for Writing Test K10

Factor 1 (1/6 of score) Vocabulary: Im Hotel	Factor 2 (1/6 of score) Vocabulary: How Do We Get from Here to There?	Factor 3 (1/3 of score) Describe someone else	Factor 4 (1/3 of score) Ask about someone else
<p>6</p> <p>User of list could easily deal with the two main tasks (accommodations, where to eat), and there is also language to explain why one person is speaking for many; vocabulary includes <i>bleiben</i> and <i>Nächte</i>, both undistorted; general parameters: there are about 10 multi-word phrases (or equivalent single words) and several rich sentences with little distortion at the level of words and syntactic units; little syllable distortion</p> <p>much of 6</p>	<p>4</p> <p>See Factor 1 for general parameters; the language covers both needing something and inquiring about how to get around, including dealing with the lateness of the hour; if the need is food, produces <i>möchten + essen</i> (or <i>nichts zu essen</i>); for others needs, uses either <i>brauchen</i> or <i>haben + kein</i> or <i>Wissen Sie, wo</i> (not just <i>Wo</i>); does not confuse <i>e/en</i> verb endings</p> <p>much of 6</p>	<p>Tells several things about the person, with clear distinction of 3S verb endings. Beyond that, even more 3S content or else accurate use of <i>wir</i> & verbs. Several verbs beyond <i>sein</i> & <i>haben</i>. <i>Mein/Meine</i> are distinguished, usually correctly. Intermediate-Low features are consistently evident</p> <p>much of 6</p>	<p>Asks several things about each of two persons, with clear distinction of 2S & 3S verb endings, including <i>sie/Sie</i> if used. Uses 3S subject pronouns. Uses several verbs beyond <i>be</i> & <i>have</i>. <i>Ihr/Ihre</i> (or <i>dein/deine</i>) are distinguished, usually correctly. Basic question word order is maintained. Uses interrogative adverbs (ex: when, how old) Intermediate-Low features are consistently evident</p> <p>much of 6</p>
<p>5</p> <p>User of list could undertake to arrange the accommodations, though interlocutor would have to help with details (but would not have to play big guessing games); there is also language for either getting a meal or explaining why one person is speaking for many; general parameters: quantity/ quality can compensate for each other: if there is 1/2 the quantity of level 6, it must be very accurate; if there are serious inaccuracies, the quantity must be like that of level 6</p> <p>most of 4</p>	<p>See Factor 1 for general parameters; depends much on previous language to carry out the task, but uses some language from recent contexts (<i>Straße</i>, newer snack items like <i>Tafel Schokolade</i>); negation can confuse <i>nicht/ kein</i>, but cannot use <i>nein</i> in place of them (*<i>Ich habe nein Mineralwasser</i>); cannot distort <i>koster</i> if it is used;</p> <p>most of 4</p>	<p>Reader can understand, without a lot of guessing, that the writing is describing someone else. Person of pronouns and verbs is distinguished often; basic word order, verb forms, and genders show knowledge of German principles</p> <p>most of 4</p>	<p>Reader can understand, without a lot of guessing, that the writing is inquiring about someone other than the addressee. Person of pronouns and verbs is distinguished often; basic word order, verb forms, and genders show knowledge of German principles</p> <p>most of 4</p>
<p>3</p> <p>several groups of simple words and a few seriously distorted sentences</p> <p>a few words and a phrase or two</p>	<p>See #2 at left; little evidence of vocab and structures of recent Kontexte</p> <p>A few word and a phrase or two</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p> <p>a few words and a short sentence or two, almost all distorted severely</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p> <p>a few words and a short sentence or two, almost all distorted severely</p>
<p>2</p> <p>a few words and a phrase or two</p>	<p>A few word and a phrase or two</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p> <p>a few words and a short sentence or two, almost all distorted severely</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p> <p>a few words and a short sentence or two, almost all distorted severely</p>
<p>1</p> <p>a few words and a phrase or two</p>	<p>A few word and a phrase or two</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p> <p>a few words and a short sentence or two, almost all distorted severely</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p> <p>a few words and a short sentence or two, almost all distorted severely</p>

On-june factor = 4

German Writing Test K10 (W2005)

Use the space given as a guide to how much to write. There is no time limit, but an hour is probably enough to show what you can do. Be aware that beyond a certain point what you write will not be better, but just more at the same level.

If you are taking this test outside of class, provide the following Honor Code documentation from a person who cares about you and who, by signing, vouches for your honesty.

Name of witness (printed) Leona signature [Signature] relationship Husband

VIELEN DANK!!

Danke nelmerls

Part 1 (20 minutes)

You're in a German-speaking country and are about to do something where you'll have to speak readily. You're worried that you'll forget vocabulary and other important language, so you are making up a "cheat sheet" of key vocabulary, phrases, and sentences. The first context is taken from last quarter, because we want to check how much of that material has remained. The second asks you to combine knowledge from more than one Kontext of this quarter's material into resources for a complex situation. Your lists will be judged on how helpful they would be, not just how long they are. Don't pad your list by including words like "und" as separate items. If you have acquired language resources from outside the core materials, that may improve your score, as long as the core knowledge is also evident.

Im Hotel – On the train you attracted a collection of, oh, half a dozen linguistic "parasites" of both sexes and various preferences who took Spanish in college, instead of German, and now expect you to use your modest German to arrange accommodations for the whole gang of you. You suspect that the nicer ones in the group will buy you dinner in return for your efforts, if you negotiate well and find out about nearby resources.

Doppelzimmer	Kinder	"wo ist die/der..."
mit Bad / ohne Bad	personen	- Bank - Museum
mit dusche / ohne dusche	"Wir möchte bitte..."	- Restaurant
Früstück	"Wir bleiben	- Bahnhof
Einzelzimmer Einzelzimmer	für das Wochenende"	"Wieviel kostet das?"
für eine Nacht / für zwei Nächte		"Das ist zu teuer..."

How do we get from here to there, and what – and where – is "there"? – It's late in the evening, and the weather has been mostly unpleasant. You got the hotel room (see above), but now you've discovered that you need something real bad (never mind what), and you're going to have to go out and get it, however near or far it may be, and by whatever means of transportation you may need (and have available so late). Yes, big city train stations are a good resource in such cases, but this isn't a big city (or a small one), and by the time you got your hotel you had lost track of where the station was.

Wissen Sie, wo die _____ ist?	Es ist regnet stark!
Wo ist die Halterstelle?	Ist das weit von hier?
bus	Was ist die Straße name/heiBt?
Fuß	Hier ist die Adresse... yes!
taxi	Ist das geschlossen? Wie heißt?
Wir möchten essen/trinken...	Ich habe kleine...!

For the sake of easier photocopying, please: 1) use ballpoint pen or dark pencil; 2) try not to run your lists and messages over from one page to another.

I have a story here -

Part 2 (20 minutes) – Das kommt in den besten Familien vor! / Happens in the best of families!

Perhaps you're sitting in a train compartment in a German-speaking environment, or else you're preparing to email a German-speaking acquaintance. You have a picture of some people (and pets?) who are near and dear to you. Write some sentences that tell about the various people in a way that makes them "real." If it will help, draw a picture of the photo and write about each person and what is going on in the pictures. Remember that "action shots" make the best pictures.

es schneit its snowing
der Schnee the snow

Da ist meine Familie - sehen Sie mein Mann?
Und da ist mein Vater, und meine Mutter. not serious error - would be better pronounced
Wir gehen gern wandern ~~zusammen~~ pronounced
in "Olympic Mountains" ^{im} Sommer! Die no.
Olympics sind sehr schön - sehen Sie die
Schneit? Wir macht in die schneit gespielen!
Es ist kalt, aber wir mag schneit!

Part 3 (20 minutes) – Was dem einen recht, ist dem andern billig / fair is fair

In part 2 you got to tell about your life and the people in it. Now you are looking at a photo about the life and the people in it of the person in the train compartment, or in the email exchange, who was so nice as to be interested in your world. Write some questions that will show how curious and caring you are. If it will help, draw a picture of the photo and write about each person. Reminder: You're not talking about YOUR world; you're trying to find out about THEIR world.

Wie heißt er/sie? Wann reisen Sie nach...?
Wie alt ist er/sie? Wie lange bleiben Sie in...?
Studiert er/sie?
Was macht er/sie gern?
Wo arbeitet er/sie?
Ist das Ihr/Ihre Hund? Ihr Hund
Ihre Hündin
Haben Sie ein/eine fächter/sohn?

Presenter

Scorer WBR

Date

12 Feb 09

Total Score

Grade

B

3.5 + 3.5 + 3.5 = 10.5 / 3 = 3.5

3.5 + 3.5 + 3.5 = 10.5 / 3 = 3.5

0665-9

0665-9

Scoring Guide for Writing Test K10

Factor 1 (1/6 of score)	Factor 2 (1/6 of score)	Factor 3 (1/3 of score)	Factor 4 (1/3 of score)
<p>Vocabulary: Im Hotel</p> <p>User of list could easily deal with the two main tasks (accommodations, where to eat), and there is also language to explain why one person is speaking for many; vocabulary includes <i>bleiben</i> and <i>Nächte</i>, both undistorted; general parameters: there are about 10 multi-word phrases (or equivalent single words) and several rich sentences with little distortion at the level of words and syntactic units; little syllable distortion</p>	<p>Vocabulary: How Do We Get from Here to There?</p> <p>See Factor 1 for general parameters; the language covers both needing something and inquiring about how to get around, including dealing with the lateness of the hour; if the need is food, produces <i>möchten + essen</i> (or <i>nichts zu essen</i>); for others needs, uses either <i>brauchen</i> or <i>haben + kein</i> or <i>Wissen Sie, wo</i> (not just <i>Wo</i>); does not confuse <i>elen</i> verb endings</p>	<p>Describe someone else</p> <p>Tells several things about the person, with clear distinction of 3S verb endings. Beyond that, even more 3S content or else accurate use of <i>wir</i> & verbs. Several verbs beyond <i>sein</i> & <i>haben</i>. <i>Mein/Meine</i> are distinguished, usually correctly. Intermediate-Low features are consistently evident</p>	<p>Ask about someone else</p> <p>Asks several things about each of two persons, with clear distinction of 2S & 3S verb endings, including <i>sie/Sie</i> if used. Uses 3S subject pronouns. Uses several verbs beyond <i>be</i> & <i>have</i>. <i>Ihr/Ihre</i> (or <i>dein/deine</i>) are distinguished, usually correctly. Basic question word order is maintained. Uses interrogative adverbs (ex: when, how old) Intermediate-Low features are consistently evident</p>
<p>much of 6</p>	<p>much of 6</p>	<p>much of 6</p>	<p>much of 6</p>
<p>User of list could undertake to arrange the accommodations, though interlocutor would have to help with details (but would not have to play big guessing games); there is also language for either getting a meal or explaining why one person is helping many; general parameters: quantity/ quality can compensate for each other: if there is 1/2 the quantity of level 6, it must be very accurate; if there are serious inaccuracies, the quantity must be like that of level 6</p>	<p>See Factor 1 for general parameters; depends much on previous language to carry out the task, but uses some language from recent contexts (<i>Straße</i>, newer snack items like <i>Tafel Schokolade</i>); negation can confuse <i>nicht/ kein</i>, but cannot use <i>nein</i> in place of them (Ich habe <i>nein</i> Mineralwasser); cannot distort <i>koster</i> if it is used;</p>	<p>Reader can understand, without a lot of guessing, that the writing is describing someone else. Person of pronouns and verbs is distinguished often; basic word order, verb forms, and genders show knowledge of German principles</p>	<p>Reader can understand, without a lot of guessing, that the writing is inquiring about someone other than the addressee. Person of pronouns and verbs is distinguished often; basic word order, verb forms, and genders show knowledge of German principles</p>
<p>most of 4</p>	<p>most of 4</p>	<p>most of 4</p>	<p>most of 4</p>
<p>several groups of simple words and a few seriously distorted sentences</p>	<p>See #2 at left; little evidence of vocab and structures of recent Kontexte</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p>
<p>a few words and a phrase or two</p>	<p>A few word and a phrase or two</p>	<p>a few words and a short sentence or two, almost all distorted severely</p>	<p>a few words and a short sentence or two, almost all distorted severely</p>

-On time factor (10%) = 4

German Writing Test K10 (W2005)

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If you are taking this test outside of class, provide the following Honor Code documentation from a person who cares about you and who, by signing, vouches for your honesty.

Name of witness (printed) signature _____

relationship _____

VIELEN DANK!!

Part I (20 minutes)

Boyff

You're in a German-speaking country and are about to do something where you'll have to speak readily. You're worried that you'll forget vocabulary and other important language, so you are making up a "cheat sheet" of key vocabulary, phrases, and sentences. The first context is taken from last quarter, because we want to check how much of that material has remained. The second asks you to combine knowledge from more than one Kontext of this quarter's material into resources for a complex situation. Your lists will be judged on how helpful they would be, not just how long they are. Don't pad your list by including words like "und" as separate items. If you have acquired language resources from outside the core materials, that may improve your score, *as long as the core knowledge is also evident.*

Im Hotel – On the train you attracted a collection of, oh, half a dozen linguistic "parasites" of both sexes and various preferences who took Spanish in college, instead of German, and now expect you to use your modest German to arrange accommodations for the whole gang of you. You suspect that the nicer ones in the group will buy you dinner in return for your efforts, if you negotiate well and find out about nearby resources.

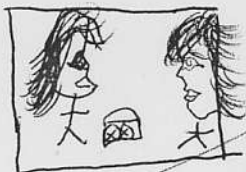
- | | |
|--------------------------------------|--------------------------------------|
| 1) Guten Tag! | 2) zwei Nächte, bitte |
| 2) Wie heißen Sie, bitte? | 1) Wieviel kostet ein Doppelzimmer? |
| 1) Ich heiße Steffen | 2) Ein Doppelzimmer kostet 216 Euro. |
| 2) Steffen, Ein Doppelzimmer, bitte. | 1) Danke! |
| 1) Ja, wie lange bleiben Sie? | |

How do we get from here to there, and what – and where – is "there"? – It's late in the evening, and the weather has been mostly unpleasant. You got the hotel room (see above), but now you've discovered that you need something real bad (never mind what), and you're going to have to go out and get it, however near or far it may be, and by whatever means of transportation you may need (and have available so late). Yes, big city train stations are a good resource in such cases, but this isn't a big city (or a small one), and by the time you got your hotel you had lost track of where the station was.

- Wo? / Wo ist das?
 Wo ist im Hotel?
 Wann ist der Zug, bitte?
 Wieviel kostet eine Karte?

Part 2 (20 minutes) – Das kommt in den besten Familien vor! / Happens in the best of families!

Perhaps you're sitting in a train compartment in a German-speaking environment, or else you're preparing to email a German-speaking acquaintance. You have a picture of some people (and pets?) who are near and dear to you. Write some sentences that tell about the various people in a way that makes them "real." If it will help, draw a picture of the photo and write about each person and what is going on in the pictures. Remember that "action shots" make the best pictures.



Das ist mein Freundlin Danny und ich an unsere hip hop über Klasse. Wir magen tanzen. Ich habe kurze braune Haare und braune Augen. Mein Freundlin ist neunzehn Jahre alt und sie studiereros P.S.U.

for male
Freundin -
female

You've got Danny as half male + half female, + of course Danny might be a woman's name.

But this tells me it's a she

Part 3 (20 minutes) – Was dem einen recht, ist dem andern billig / fair is fair

In part 2 you got to tell about your life and the people in it. Now you are looking at a photo about the life and the people in it of the person in the train compartment, or in the email exchange, who was so nice as to be interested in your world. Write some questions that will show how curious and caring you are. If it will help, draw a picture of the photo and write about each person. Reminder: You're not talking about YOUR world; you're trying to find out about THEIR world.

Ist das Ihre Familie? Das ist eine wunderbare Familie. Woher kommst du? Wie alt sind Ihre Kinder? Wie ist Ihre Kindernamen? Sind Ihr Kinder Amerikaner?

3 + 4 + 7 + 10 = 24
 10/3 = 3.33
 3.33 x 4 = 13.33
 Total Score 3.7 Grade B- = 2.5
 Scorer WBR Date Feb 6th

Scoring Guide for Writing Test K10

Factor 1 (1/6 of score) Vocabulary: Im Hotel	Factor 2 (1/6 of score) Vocabulary: How Do We Get From Here to There?	Factor 3 (1/3 of score) Describe someone else	Factor 4 (1/3 of score) Ask about someone else
6 User of list could easily deal with the two main tasks (accommodations, where to eat), and there is also language to explain why one person is speaking for many; vocabulary includes <i>bleiben</i> and <i>Nächte</i> , both undistorted; general parameters: there are about 10 multi-word phrases (or equivalent single words) and several rich sentences with little distortion at the level of words and syntactic units; little syllable distortion	See Factor 1 for general parameters; the language covers both needing something and inquiring about how to get around, including dealing with the lateness of the hour; if the need is food, produces <i>möchten + essen</i> (or <i>nichts zu essen</i>); for others needs, uses either <i>brauchen</i> or <i>haben + kein</i> or <i>Wissen Sie, wo</i> (not just <i>Wo</i>); does not confuse <i>elen</i> verb endings	Tells several things about the person, with clear distinction of 3S verb endings. Beyond that, even more 3S content or else accurate use of <i>wir</i> & verbs. Several verbs beyond <i>sein</i> & <i>haben</i> . <i>Mein/Meine</i> are distinguished, usually correctly. Intermediate-Low features are consistently evident	Asks several things about each of two persons, with clear distinction of 2S & 3S verb endings, including <i>sie/Sie</i> if used. Uses 3S subject pronouns. Uses several verbs beyond <i>be</i> & <i>have</i> . <i>Ihr/Ihre</i> (or <i>dein/deine</i>) are distinguished, usually correctly. Basic question word order is maintained. Uses interrogative adverbs (ex: when, how old) Intermediate-Low features are consistently evident
5 much of 6	much of 6	much of 6	much of 6
4 User of list could undertake to arrange the accommodations, though interlocutor would have to help with details (but would not have to play big guessing games); there is also language for either getting a meal or explaining why one person is speaking for many; general parameters: quantity/ quality can compensate for each other: if there is 1/2 the quantity of level 6, it must be very accurate; if there are serious inaccuracies, the quantity must be like that of level 6	See Factor 1 for general parameters; depends much on previous language to carry out the task, but uses some language from recent contexts (<i>Straße</i> , newer snack items like <i>Tafel Schokolade</i>); negation can confuse <i>nicht/ kein</i> , but cannot use <i>nein</i> in place of them (*Ich habe nein Mineralwasser); cannot distort <i>Kostet</i> if it is used;	Reader can understand, without a lot of guessing, that the writing is describing someone else. Person of pronouns and verbs is distinguished often; basic word order, verb forms, and genders show knowledge of German principles	Reader can understand, without a lot of guessing, that the writing is inquiring about someone other than the addressee. Person of pronouns and verbs is distinguished often; basic word order, verb forms, and genders show knowledge of German principles
3 most of 4	most of 4	most of 4	most of 4
2 several groups of simple words and a few seriously distorted sentences	See #2 at left; little evidence of vocab and structures of recent Kontexte	substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.	substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.
1 a few words and a phrase or two	A few word and a phrase or two	a few words and a short sentence or two, almost all distorted severely	a few words and a short sentence or two, almost all distorted severely

On time factor = 4

German Writing Test K10 (W2005)

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If you are taking this test outside of class, provide the following Honor Code documentation from a person who cares about you and who, by signing vouches for your honesty.

1 _____
Name of witness (printed) signature relationship

HOUSEMATE

VIELEN DANK!!

Danke vielmals,
Freund Alex

Part 1 (20 minutes)

You're in a German-speaking country and are about to do something where you'll have to speak readily. You're worried that you'll forget vocabulary and other important language, so you are making up a "cheat sheet" of key vocabulary, phrases, and sentences. The first context is taken from last quarter, because we want to check how much of that material has remained. The second asks you to combine knowledge from more than one Kontext of this quarter's material into resources for a complex situation. Your lists will be judged on how helpful they would be, not just how long they are. Don't pad your list by including words like "und" as separate items. If you have acquired language resources from outside the core materials, that may improve your score, as long as the core knowledge is also evident.

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Bidzimmer, Bad, Nacht, wieviel kostet das?, Frühstück, Einzelzimmer, teuer, zu teuer!
essen, trinken, bleiben, Zimmer, Zweizimmer, zusammen, Fisch, Kotelett,
restaurant, wo ist ein restaurant? sehr gut! sehr, wunderbar, zahlen.

Let's see how
I'll just get
out my
microscope +
try to see
the difference
between n, m,
r - it's important at
the ends of words

- of course, not in our native language,
but so I can check for errors +
catch them early on. Not that
my handwriting is exactly exemplary.
"

How do we get from here to there, and what – and where – is "there"? – It's late in the evening, and the weather has been mostly unpleasant. You got the hotel room (see above), but now you've discovered that you need something real bad (never mind what), and you're going to have to go out and get it, however near or far it may be, and by whatever means of transportation you may need (and have available so late). Yes, big city train stations are a good resource in such cases, but this isn't a big city (or a small one), and by the time you got your hotel you had lost track of where the station was.

Entschuldigung! Bahnhof, wo ist der Bahnhof oder Haltestelle? Links, rechts,
Es regnet stark, ankommen, gehen, fahren, spät, Ich ~~weiß~~ weiß das nicht!
Wie lange.....? zu Fuß, Regenschirm, Regenmantel, Taxi, teuer, weit,
weiter, nah, näher, nördlich, südlich, östlich, westlich, auf, unter,
Krankenschiff, Flughafen, Bier.

Part 2 (20 minutes) – Das kommt in den besten Familien vor! / Happens in the best of families!

Perhaps you're sitting in a train compartment in a German-speaking environment, or else you're preparing to email a German-speaking acquaintance. You have a picture of some people (and pets?) who are near and dear to you. Write some sentences that tell about the various people in a way that makes them "real." If it will help, draw a picture of the photo and write about each person and what is going on in the pictures. Remember that "action shots" make the best pictures.

Das ist mein Schwester. Sie ist ein und zwanzig ~~o~~ Jahr alt. In diese foto sie ist Frisbee spielen mit meine hund Georgia. Georgia ist sehr dick. Sie ist ein Fuß groß und ist sechzig Pfund! Meine Schwester studieren an Portland State University in Oregon state. Sie ist sehr blond. In diese foto Georgia und mein Schwester Caitlin bist an mein families garten. Es ist sehr sonnig auch. Diese foto ist im Juli.

Don't know if we making fun of her translator?

ND - They're all blond!
Well, many of them

Part 3 (20 minutes) – Was dem einen recht, ist dem andern billig / fair is fair

In part 2 you got to tell about your life and the people in it. Now you are looking at a photo about the life and the people in it of the person in the train compartment, or in the email exchange, who was so nice as to be interested in your world. Write some questions that will show how curious and caring you are. If it will help, draw a picture of the photo and write about each person. Reminder: You're not talking about YOUR world; you're trying to find out about THEIR world.

1. Wie alt bist du?
2. Wie alt bist ihn?
3. ~~was~~ wo ist das/dies?
4. wer ist das?
5. Ist das ihr Großmutter, Großvater, Schwester, Bruder, Vater, Mutter, hund, onke

0605-10
 3 + 4 + 5 = 12
 12 / 3 = 4
 4 + 1 + 4 = 9
 Grade B - 3

Presenter WB P Date 12 Feb 04 Scorer 4, 4 Grade B - 3

Scoring Guide for Writing Test K10

	Factor 1 (1/6 of score) Vocabulary: Im Hotel	Factor 2 (1/6 of score) Vocabulary: How Do We Get from Here to There?	Factor 3 (1/3 of score) Describe someone else	Factor 4 (1/3 of score) Ask about someone else
6	User of list could easily deal with the two main tasks (accommodations, where to eat), and there is also language to explain why one person is speaking for many; vocabulary includes <i>bleiben</i> and <i>Nächte</i> , both undistorted; general parameters: there are about 10 multi-word phrases (or equivalent single words) and several rich sentences with little distortion at the level of words and syntactic units; little syllable distortion	See Factor 1 for general parameters; the language covers both needing something and inquiring about how to get around, including dealing with the lateness of the hour; if the need is food, produces <i>möchten + essen</i> (or <i>nichts zu essen</i>); for others needs, uses either <i>brauchen</i> or <i>haben + sein</i> or <i>Wissen Sie, wo</i> (not just <i>Wo</i>); does not confuse <i>elen</i> verb endings	Tells several things about the person, with clear distinction of 3S verb endings. Beyond that, even more 3S content or else accurate use of <i>wir & verbs</i> . Several verbs beyond <i>sein & haben</i> . <i>Mein/Meine</i> are distinguished, usually correctly. Intermediate-Low features are consistently evident	Asks several things about each of two persons, with clear distinction of 2S & 3S verb endings, including <i>sie/Sie</i> if used. Uses 3S subject pronouns. Uses several verbs beyond <i>be & have</i> . <i>Ihr/Ihre</i> (or <i>dein/deine</i>) are distinguished, usually correctly. Basic question word order is maintained. Uses interrogative adverbs (ex: when, how old) Intermediate-Low features are consistently evident
5	much of 6	much of 6	much of 6	much of 6
4	User of list could undertake to arrange the accommodations, though interlocutor would have to help with details (but would not have to play big guessing games); there is also language for either getting a meal or explaining why one person is speaking for many; general parameters: quantity/ quality can compensate for each other: if there is 1/2 the quantity of level 6, it must be very accurate; if there are serious inaccuracies, the quantity must be like that of level 6	See Factor 1 for general parameters; depends much on previous language to carry out the task, but uses some language from recent contexts (<i>Straße</i> , newer snack items like <i>Tafel Schokolade</i>); negation can confuse <i>nicht/ kein</i> , but cannot use <i>nein</i> in place of them (*Ich habe nein Mineralwasser); cannot distort <i>aster</i> if it is used;	Reader can understand, without a lot of guessing, that the writing is describing someone else. Person of pronouns and verbs is distinguished often; basic word order, verb forms, and genders show knowledge of German principles	Reader can understand, without a lot of guessing, that the writing is inquiring about someone other than the addressee. Person of pronouns and verbs is distinguished often; basic word order, verb forms, and genders show knowledge of German principles
3	most of 4	most of 4	most of 4	most of 4
2	several groups of simple words and a few seriously distorted sentences	See #2 at left; little evidence of vocab and structures of recent Kontexte	substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.	substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.
1	a few words and a phrase or two	A few word and a phrase or two	a few words and a short sentence or two, almost all distorted severely	a few words and a short sentence or two, almost all distorted severely

On time factor = 4

German Writing Test K10 (W2005)

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If you are taking this test outside of class, provide the following Honor Code documentation from a person who cares about you and who, by signing, vouches for your honesty.

Name of witness (printed) signature _____ relationship Mom VIELEN DANK!!

Danke vielmals!

Part 1 (20 minutes)

You're in a German-speaking country and are about to do something where you'll have to speak readily. You're worried that you'll forget vocabulary and other important language, so you are making up a "cheat sheet" of key vocabulary, phrases, and sentences. The first context is taken from last quarter, because we want to check how much of that material has remained. The second asks you to combine knowledge from more than one Kontext of this quarter's material into resources for a complex situation. Your lists will be judged on how helpful they would be, not just how long they are. Don't pad your list by including words like "und" as separate items. If you have acquired language resources from outside the core materials, that may improve your score, as long as the core knowledge is also evident.

Im Hotel – On the train you attracted a collection of, oh, half a dozen linguistic "parasites" of both sexes and various preferences who took Spanish in college, instead of German, and now expect you to use your modest German to arrange accommodations for the whole gang of you. You suspect that the nicer ones in the group will buy you dinner in return for your efforts, if you negotiate well and find out about nearby resources.

- Wieviel kostet das?
- Einzelzimmer
- Doppelzimmer
- mit dusche
- mit bad
- (mit) Frühstück
- zwölf person
- Euro

How do we get from here to there, and what – and where – is "there"? – It's late in the evening, and the weather has been mostly unpleasant. You got the hotel room (see above), but now you've discovered that you need something real bad (never mind what), and you're going to have to go out and get it, however near or far it may be, and by whatever means of transportation you may need (and have available so late). Yes, big city train stations are a good resource in such cases, but this isn't a big city (or a small one), and by the time you got your hotel you had lost track of where the station was.

- Wo ist die Bahnhof?
- Straße
- Wo haben Sie gesagt?
- Ich brauche
- Ist es am die Straße (die Name)
- Wo hind
- hin und zurück
- direkt
- Ecke (die)
- Linien (der)
- gehe

Part 2 (20 minutes) – Das kommt in den besten Familien vor! / Happens in the best of families!

Perhaps you're sitting in a train compartment in a German-speaking environment, or else you're preparing to email a German-speaking acquaintance. You have a picture of some people (and pets?) who are near and dear to you. Write some sentences that tell about the various people in a way that makes them "real." If it will help, draw a picture of the photo and write about each person and what is going on in the pictures. Remember that "action shots" make the best pictures.

- Mein hund Jazzmyr ist viele Spaß!
- Meine Mutter hat gelb haar.
- Mein futter müssen die regnig nicht. (lost me)
- Mein zwei alter Brüder Chris ist ein
Wunderbar technikner Wie ich schon weiß - as I well know!
- Mein alter Brüder kein und meine Schwester müssen Basketball.
(gern)

Part 3 (20 minutes) – Was dem einen recht, ist dem andern billig / fair is fair

In part 2 you got to tell about your life and the people in it. Now you are looking at a photo about the life and the people in it of the person in the train compartment, or in the email exchange, who was so nice as to be interested in your world. Write some questions that will show how curious and caring you are. If it will help, draw a picture of the photo and write about each person. Reminder: You're not talking about YOUR world; you're trying to find out about THEIR world.

- Wer ist das?
- Wie alt sind Sie?
- Wo kommt Sie (wo sind sie)?
- Ist das ihre (schester, Brüder, Mutter, futter)?
- gray?? • Haben Sie grau? familie?
- Sind Sie aus Deutschland?
- Haben Sie nach USA gereisen?
(gefahren)
- Wie lange ist ihre reise?
- Haben Sie ein Hund oder katze?
(eine)

Futter =
animal
fodder

0865-13

Grade At 4.33 db

Total Score 6

Date 12 Feb 09

Scorer WBR

Presenter WBR

Scoring Guide for Writing Test K10


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<p>6 User of list could easily deal with the two main tasks (accommodations, where to eat), and there is also language to explain why one person is speaking for many; vocabulary includes <i>bleiben</i> and <i>Nächte</i>, both undistorted; general parameters: there are about 10 multi-word phrases (or equivalent single words) and several rich sentences with little distortion at the level of words and syntactic units; little syllable distortion</p> <p>much of 6</p>	<p>See Factor 1 for general parameters; the language covers both needing something and inquiring about how to get around, including dealing with the lateness of the hour; if the need is food, produces <i>möchten + essen</i> (or <i>nichts zu essen</i>); for others needs, uses either <i>brauchen</i> or <i>haben + kein</i> or <i>Wissen Sie, wo</i> (not just <i>Wo</i>); does not confuse <i>elen</i> verb endings</p> <p>much of 6</p>	<p>Tells several things about the person, with clear distinction of 3S verb endings. Beyond that, even more 3S content or else accurate use of <i>wir</i> & verbs. Several verbs beyond <i>sein</i> & <i>haben</i>. <i>Mein/Meine</i> are distinguished, usually correctly. Intermediate-Low features are consistently evident</p> <p>much of 6</p>	<p>Asks several things about each of two persons, with clear distinction of 2S & 3S verb endings, including <i>sie/Sie</i> if used. Uses 3S subject pronouns. Uses several verbs beyond <i>be</i> & <i>have</i>. <i>Ihr/Ihre</i> (or <i>dein/deine</i>) are distinguished, usually correctly. Basic question word order is maintained. Uses interrogative adverbs (ex: when, how old) Intermediate-Low features are consistently evident</p> <p>much of 6</p>
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<p>4 several groups of simple words and a few seriously distorted sentences</p>	<p>See #2 at left; little evidence of vocab and structures of recent Kontexte</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p>
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526 + 111

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Name of witness (printed)  signature

Significant Other (classmate) relationship

Lebensgefährte (male) - life companion
VIELEN DANK!!

Part 1 (20 minutes)

You're in a German-speaking country and are about to do something where you'll have to speak readily. You're worried that you'll forget vocabulary and other important language, so you are making up a "cheat sheet" of key vocabulary, phrases, and sentences. The first context is taken from last quarter, because we want to check how much of that material has remained. The second asks you to combine knowledge from more than one context of this quarter's material into resources for a complex situation. Your lists will be judged on how helpful they would be, not just how long they are. Don't pad your list by including words like "und" as separate items. If you have acquired language resources from outside the core materials, that may improve your score, as long as the core knowledge is also evident.

Im Hotel - On the train you attracted a collection of, oh, half a dozen linguistic "parasites" of both sexes and various preferences who took Spanish in college, instead of German, and now expect you to use your modest German to arrange accommodations for the whole gang of you. You suspect that the nicer ones in the group will buy you dinner in return for your efforts, if you negotiate well and find out about nearby resources.

lend (+ oder aber)
no effect on word order

Hallo / Guten Abend. Ich spreche Deutsch, aber diese Personen studiert Spanisch. Wir war im Abteil zusammen und brauchen wir 4 Zimmer:

- 1.) Anika Bente (sie) möchte ein Einzelzimmer mit Bad bleibt für 3 Nächte
- 2.) Laura + James Palmer (sie und er) möchten ein Doppelzimmer mit Dusche bleiben für 4 Nächte
- 3.) Sal Limono (er) möchte ein Einzelzimmer ohne Bad bleibt für heute Abend und dann für der 13. (er reist nach Köln und zurück von der 10. bis der 12.)
- 4.) Morgen Ruff und ich. (wir) möchten ein Doppelzimmer mit Dusche/bleiben für 6 Nächte.
 - Wieviel kostet das?
 - Wir möchten/ersie möchten zahlen jetzt.
 - Ist das mit Frühstück?

How do we get from here to there, and what - and where - is "there"? - It's late in the evening, and the weather has been mostly unpleasant. You got the hotel room (see above), but now you've discovered that you need something real bad (never mind what), and you're going to have to go out and get it, however near or far it may be, and by whatever means of transportation you may need (and have available so late). Yes, big city train stations are a good resource in such cases, but this isn't a big city (or a small one), and by the time you got your hotel you had lost track of where the station was.

Entschuldigung. Ich brauche essen, aber es ist spät. Ich habe kein Essen. Wissen Sie, wo ist ein Restaurant später geöffnet? Ich esse gern alles. Wo ist das?

Was ist die Adresse? Was sehe ich in das Viertel / am die Straße? ask me outside class

Nicht Regnet

REGNET

Der Wetter heute war sehr regnetes und ~~muß~~ aber nicht jetzt. Nehme ich kann ich nehmen ein Bus? Was ist die Linie Nummer? Muß ich umsteigen? Wo? Was sehe ich da? Ist das am diese Straße? Gehe ich zu Fuß?

Der Wetter heute war regnetes und ~~muß~~ aber. Regnet es jetzt. Also, nehme ich ein Taxi! Wissen Sie ein Telefonnummer für ein Taxi? Danke.

Part 2 (20 minutes) – Das kommt in den besten Familien vor! / Happens in the best of families!

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Er ist mein Freund.
Er heißt Morgen.

In das Bild, spielt er mit
meine Katze.

Morgen studiert Film im PSU.

Er mag Werner Herzog.

Er ist in Portland, OR, USA jetzt.

Er ist 28 Jahre alt.

Er ist aus Seattle, WA, USA.

Er arbeitet am Whole Foods und essen wir fantastisch.

Da ist meine Katze.
Er ist ein Kater, heißt Belvadere.

ask me outside class

Er ist grau und ist 10 oder 12
Jahre alt. Mein Haus ist ein
Seniorenheim für ihn!

Ich habe für 4 Jahre Morgen
geliebt aber habe ich für 6 Jahre
Belvadere geliebt!

Mein Kater mag reisen nicht!

Er mag essen Seelachsfilet.

enough well above the current class level

teehee!
But ask me about this. There's a serious issue of lenses

Part 3 (20 minutes) – Was dem einen recht, ist dem andern billig / fair is fair

In part 2 you got to tell about your life and the people in it. Now you are looking at a photo about the life and the people in it of the person in the train compartment, or in the email exchange, who was so nice as to be interested in your world. Write some questions that will show how curious and caring you are. If it will help, draw a picture of the photo and write about each person. Reminder: You're not talking about YOUR world; you're trying to find out about THEIR world.

Wo ist Ihre Familie? Wo ist das?

Wer ist das?

Das ist Ihr Sohn. Wie heißt er? Studiert er? Was studiert er?

Das ist Ihre Tochter. Wie heißt sie? Wie alt ist sie? Wann hat sie (ihr) Geburtstag?

Das ist Ihr Mann. Wie lange lieben Sie ihm? Wo arbeitet er? Reisen Sie zusammen?

Haben Sie ein Hund oder eine Katze? Wie heißt es?

Ich habe eine Geschichte:

Am der 31. Oktober 2008 habe ich David Sedaris gesehen. Er sagt: "In Deutschland,

habe ich eine Frau gefragt: "Haben Sie ein Hund?" Dann sagt sie: "Mein Kind ist

mein Hund." *Second-year German's loss is my gain!*

not used in this phrase - it's a quirk of the language

6 + 5 + 4 = 15
 15/3 = 5
 5 + 4 = 9
 Total Score 5.4 Grade 4 86

Presenter WRP Scorer WRP Date 12 Feb 09 Factor 4 (1/3 of score) Ask about someone else

Scoring Guide for Writing Test K10

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Zimmer
classmate, housemate, significant other, etc. relationship
Lebensgefährtin?
life companion
VIelen DANK!!
(more than POSSLG)
Mitwohnerin

Part 1 (20 minutes)

You're in a German-speaking country and are about to do something where you'll have to speak readily. You're worried that you'll forget vocabulary and other important language, so you are making up a "cheat sheet" of key vocabulary, phrases, and sentences. The first context is taken from last quarter, because we want to check how much of that material has remained. The second asks you to combine knowledge from more than one Kontext of this quarter's material into resources for a complex situation. Your lists will be judged on how helpful they would be, not just how long they are. Don't pad your list by including words like "und" as separate items. If you have acquired language resources from outside the core materials, that may improve your score, as long as the core knowledge is also evident.

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- Ich möchte ein Einzelzimmer, bitte.
 - Wir möchten drei Doppelzimmer, bitte.
 - Wo ist _____?
 - Wissen Sie, wo das _____ ist?
 - Ist das weit von hier?
 - Mögen Sie ein Restaurant an diese Straße? Wo ist das?
 - Mit bad, ohne bad.
 - Mit dusche, ohne dusche.
 - Frühstück/Nacht/Nächte. Für einenacht/
Für zwei Nächte
 - Meine Freunden und Freundinnen Sprechen Deutsch nicht.
 - Wir gehen zum Restaurant _____!
 - Nehmen wir ein Taxi, oder fahren wir zu Fuß
- nice!*
also nice!

How do we get from here to there, and what – and where – is "there"? – It's late in the evening, and the weather has been mostly unpleasant. You got the hotel room (see above), but now you've discovered that you need something real bad (never mind what), and you're going to have to go out and get it, however near or far it may be, and by whatever means of transportation you may need (and have available so late). Yes, big city train stations are a good resource in such cases, but this isn't a big city (or a small one), and by the time you got your hotel you had lost track of where the station was.

- Bahnhof/Hauptbahnhof
- Haltesteller
- Viertel
- Aussteigen
- Wieviel Uhr ist es?
- Wie spät ist es?
- Wo ist _____, bitte?
- ~~Wissen Sie, wo das _____ ist?~~
- ~~Wissen Sie, wo das ein/e _____ ist?~~
- Nehme ich aussteigen?
- Der wetter heute ist scheißlich!
- Wann kommt der nächste Bus, nach _____
- Nehme ich ein Taxi?
- Also, alle _____ minuten.
- Ich brauche essen, wo ist ein gutes Restaurant? Ist das weit von hier? Ist das Restaurant teuer? Das ist nicht geschlossen, Prost!

For the sake of easier photocopying, please: 1) use ballpoint pen or dark pencil; 2) try not to run your lists and messages over from one page to another.

a nice
verloren! → *scheußlich* → awful, execrable
→ *scheußlich* → "execrable"

Part 2 (20 minutes) – Das kommt in den besten Familien vor! / Happens in the best of families!

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tell me about the
with Betsy at your
side. We need to
do some linguistic
relationship therapy
Er ist schön!

Ich liebe meine Frau ..., Wir bleiben von August 2006 bis heute zusammen. Betsy geht gern radfahren, und wir gehen zur Multnomah Falls im Sommer. Betsy mögt Birnen, Äpfel, und Bananen (essen) und Kartoffeln! Betsy trinkt gern Wasser, Bier, und Tee. aber nicht auf einmal (call at once) oops! Betsy studiert im Portland State Universität. Sie studiert Kunstgeschichte und Deutsch. Am letzte Sommer, Betsy gereist nach San Francisco. gereist Am 25 August 1984, war Sie gebort. Also, Betsy ist 24 Jahre alt.

Does my heart good to see you two learning German together.

Part 3 (20 minutes) – Was dem einen recht, ist dem andern billig / fair is fair

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- Was macht gern?
- Ist ihre Freundin ein Student:in?
- Was studiert ~~er~~^{sie}? Und wo studiert ~~er~~^{sie}?
- Was trinkt gern?
- Arbeitet sie? Wo?
- Bist ~~du~~^{sie} aus Deutschland?
- Wo ~~ist~~^{war} ~~er~~^{sie} gebort?
- Wann ist ~~er~~^{sie} geburtstag?
- Hat ~~er~~^{sie} ein Bruder oder eine Schwester?
- Was ist ihr Name?

Lucky me - I get to have you in a class. Thanks!
 0665-1A
 Grade AT 4 33 db
 Presenter WBF Date 12 Feb 04 Total Score 6

Scoring Guide for Writing Test K10

Factor 1 (1/6 of score) Vocabulary: Im Hotel	Factor 2 (1/6 of score) Vocabulary: How Do We Get from Here to There?	Factor 3 (1/3 of score) Describe someone else	Factor 4 (1/3 of score) Ask about someone else
<p>6</p> <p>User of list could easily deal with the two main tasks (accommodations, where to eat), and there is also language to explain why one person is speaking for many; vocabulary includes <i>bleiben</i> and <i>Nächte</i>, both undistorted; general parameters: there are about 10 multi-word phrases (or equivalent single words) and several rich sentences with little distortion at the level of words and syntactic units; little syllable distortion</p>	<p>See Factor 1 for general parameters; the language covers both needing something and inquiring about how to get around, including dealing with the lateness of the hour; if the need is food, produces <i>möchten + essen</i> (or <i>nichts zu essen</i>); for others needs, uses either <i>brauchen</i> or <i>haben + kein</i> or <i>Wissen Sie, wo</i> (not just <i>Wo</i>); does not confuse <i>elen</i> verb endings</p>	<p>Tells several things about the person, with clear distinction of 3S verb endings. Beyond that, even more 3S content or else accurate use of <i>wir</i> & verbs. Several verbs beyond <i>sein</i> & <i>haben</i>. <i>Mein/Meine</i> are distinguished, usually correctly. Intermediate-Low features are consistently evident</p>	<p>Asks several things about each of two persons, with clear distinction of 2S & 3S verb endings, including <i>sie/Sie</i> if used. Uses 3S subject pronouns. Uses several verbs beyond <i>be</i> & <i>have</i>. <i>Ihr/Ihre</i> (or <i>dein/deine</i>) are distinguished, usually correctly. Basic question word order is maintained. Uses interrogative adverbs (ex: when, how old) Intermediate-Low features are consistently evident</p>
<p>5</p> <p>much of 6</p>	<p>much of 6</p>	<p>much of 6</p>	<p>much of 6</p>
<p>4</p> <p>User of list could undertake to arrange the accommodations, though interlocutor would have to help with details (but would not have to play big guessing games); there is also language for either getting a meal or explaining why one person is speaking for many; general parameters: quantity/ quality can compensate for each other: if there is 1/2 the quantity of level 6, it must be very accurate; if there are serious inaccuracies, the quantity must be like that of level 6</p>	<p>See Factor 1 for general parameters; depends much on previous language to carry out the task, but uses some language from recent contexts (<i>Straße</i>, newer snack items like <i>Tafel Schokolade</i>); negation can confuse <i>nicht/ kein</i>, but cannot use <i>nein</i> in place of them (*Ich habe kein Mineralwasser); cannot distort <i>kosten</i> if it is used;</p>	<p>Reader can understand, without a lot of guessing, that the writing is describing someone else. Person of pronouns and verbs is distinguished often; basic word order, verb forms, and genders show knowledge of German principles</p>	<p>Reader can understand, without a lot of guessing, that the writing is inquiring about someone other than the addressee. Person of pronouns and verbs is distinguished often; basic word order, verb forms, and genders show knowledge of German principles</p>
<p>3</p> <p>most of 4</p>	<p>most of 4</p>	<p>most of 4</p>	<p>most of 4</p>
<p>2</p> <p>several groups of simple words and a few seriously distorted sentences</p>	<p>See #2 at left; little evidence of vocab and structures of recent Kontexte</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p>
<p>1</p> <p>a few words and a phrase or two</p>	<p>A few word and a phrase or two</p>	<p>a few words and a short sentence or two, almost all distorted severely</p>	<p>a few words and a short sentence or two, almost all distorted severely</p>

on five factor = 6

German Writing Test K10 (W2005)

4. Februar 20

Use the space given as a guide to how much to write. There is no time limit, but an hour is probably enough to show what you can do. Be aware that beyond a certain point what you write will not be better, but just more at the same level.

gesehneten Leibes sein - to be of blessed womb obsolete, Biblical

If you are taking this test outside of class, provide the following Honor Code documentation from a person who cares about you and who, by signing, vouches for your honesty.

Name of witness (printed) _____
signature _____
relationship _____

ein Kind unter dem Herzen tragen - carries a child beneath the heart
Vielen Dank!!
Danke viel mehr, Frau Rindell
Essen Sie gesund + Schlafen Sie viel!

Part 1 (20 minutes)

vocab for the blessed event: Schwangeren - pregnant
guter Hoffnung sein - to be of good hope (= expecting a little bundle from Heaven)

You're in a German-speaking country and are about to do something where you'll have to speak feadily. You're worried that you'll forget vocabulary and other important language, so you are making up a "cheat sheet" of key vocabulary, phrases, and sentences. The first context is taken from last quarter, because we want to check how much of that material has remained. The second asks you to combine knowledge from more than one Kontext of this quarter's material into resources for a complex situation. Your lists will be judged on how helpful they would be, not just how long they are. Don't pad your list by including words like "und" as separate items. If you have acquired language resources from outside the core materials, that may improve your score, as long as the core knowledge is also evident.

Im Hotel - On the train you attracted a collection of, oh, half a dozen linguistic "parasites" of both sexes and various preferences who took Spanish in college, instead of German, and now expect you to use your modest German to arrange accommodations for the whole gang of you. You suspect that the nicer ones in the group will buy you dinner in return for your efforts, if you negotiate well and find out about nearby resources.

- | | | |
|----------------|------------|---|
| Guten Abend, | Frühstück | Dieser Mann spricht kein Deutsch. |
| Haben Sie ... | Gepäck | Diese Frau versteht nur spanisch. |
| Wir möchten... | bitte | Wir möchten ^{ask me in class} zweimal Doppelzimmer |
| mit Bad | bleiben | mit Bad und einmal Einzelzimmer |
| ohne Dusche | Restaurant | ohne Bad. Ist das billiger |
| Doppelzimmer | Imbiß | ohne Frühstück? |
| Einzelzimmer | Tisch | Wieviel kostet...? |
| Zwei Nächte | Taxi | Wo ist ein gutes Restaurant? |
| ein Nacht | | Wo ist der Haltestelle? |

How do we get from here to there, and what - and where - is "there"? - It's late in the evening, and the weather has been mostly unpleasant. You got the hotel room (see above), but now you've discovered that you need something real bad (never mind what), and you're going to have to go out and get it, however near or far it may be, and by whatever means of transportation you may need (and have available so late). Yes, big city train stations are a good resource in such cases, but this isn't a big city (or a small one), and by the time you got your hotel you had lost track of where the station was.

- | | | |
|--------------------------------------|-----------|---|
| Wie spät ist es? | die Reise | Ich möchte etwas zu essen. |
| Wo finde ich ein Taxi? | | Nehme ich die S-Bahn Linie 12 bis zum Marktplatz? |
| Wieviel Meter ist der Bahnhof? | | Ist dieser Platz besetzt / frei? |
| Wissen Sie, wo die S-Bahn ist? | | Nehmen Sie Platz |
| Muß ich umsteigen? | | (Es gibt eine Haltestelle da? da / dort / hier) |
| Wo muß ich aussteigen? | | dieses, dieses, dies |
| Gehen Sie zwei hundert Meter. | | Fährt dieser Bus dahin? gehen / fahre reisen |
| geradeaus / nach links / nach rechts | | Ist das weit von hier? Sie müssen weiter gehen. |
| | | zu Fuß / bis zu / am |

For the sake of easier photocopying, please: 1) use ballpoint pen or dark pencil; 2) try not to run your lists and messages over from one page to another.

Heute Abend
But: Can you use the statement word order die Sonne! :)
to copy very fast from (with information)

alle dreißig Minuten
die Adresse
die Straße
der Hauptbahnhof

Part 2 (20 minutes) – Das kommt in den besten Familien vor! / Happens in the best of families!

Perhaps you're sitting in a train compartment in a German-speaking environment, or else you're preparing to email a German-speaking acquaintance. You have a picture of some people (and pets?) who are near and dear to you. Write some sentences that tell about the various people in a way that makes them "real." If it will help, draw a picture of the photo and write about each person and what is going on in the pictures. Remember that "action shots" make the best pictures.

ask me outside
class

yes!
exclusiv
masc.
sing.
für with
acc.

Das ist meine Frau. Sie hat ein Kater gekauft. Sie liebt den Kater so viel und sie bringt ihm viel essen. Der Kater liebt essen und er ist jetzt sehr dick. Aber meine Frau glaubt, er isst noch wunderbar. Sie muß mehr essen für den Kater finden. Gestern hat sie ein Pferd für den Kater gefunden und getötet. Sie wissen, ich glaube, der Kater wird mich ein Tag essen.

eines Tages (genitive of
indefinite time)

Part 3 (20 minutes) – Was dem einen recht, ist dem andern billig / fair is fair

In part 2 you got to tell about your life and the people in it. Now you are looking at a photo about the life and the people in it of the person in the train compartment, or in the email exchange, who was so nice as to be interested in your world. Write some questions that will show how curious and caring you are. If it will help, draw a picture of the photo and write about each person. Reminder: You're not talking about YOUR world; you're trying to find out about THEIR world.

even extends
to eines
Nachts, though
Nacht is fem.

Ist das Ihre Familie? Ihre Tochter/Töchter? Ihr Sohn/Söhne?
Ihr Man/Ihre Frau? Ihre Mutter/Ihr Vater? Wie alt ist
Ihr Bruder? Wo finden Sie Ihr Hund? Wo wohnen?
Ihre Schwester? Hat sie eine lange Zeit studieren?
Wann kommt er nach Deutschland? lange aber
Wieviele Brüder und Schwestern haben Sie?
Wie lange hat Ihr Vater am Krankenhaus gearbeitet?
Wann fahren sie all nach Deutschland zu gehen zum Dom?
Warum ist Ihr Bruder im U.S.A.?

ask me abo.
pense
correlat.

Presenter _____

Scorer WBF

Date 2-3-09

Total Score _____

Grade B+

$12 Feb$
 $3.5 + 4 + 5 = 12.5$
 $12.5 / 3 = 4.2$

$4.2 + 1.6 =$

0665722

3.5

26

Scoring Guide for Writing Test K10

Factor 1 (1/6 of score) Vocabulary: Im Hotel	Factor 2 (1/6 of score) Vocabulary: How Do We Get from Here to There?	Factor 3 (1/3 of score) Describe someone else	Factor 4 (1/3 of score) Ask about someone else
<p>6</p> <p>User of list could easily deal with the two main tasks (accommodations, where to eat), and there is also language to explain why one person is speaking for many; vocabulary includes <i>bleiber</i>; and <i>Nächte</i>, both undistorted; general parameters: there are about 10 multi-word phrases (or equivalent single words) and several rich sentences with little distortion at the level of words and syntactic units; little syllable distortion</p> <p>much of 6</p>	<p>See Factor 1 for general parameters; the language covers both needing something and inquiring about how to get around, including dealing with the lateness of the hour; if the need is food, produces <i>möchten + essen</i> (or <i>nichts zu essen</i>); for others needs, uses either <i>brauchen</i> or <i>haben + kein</i> or <i>Wissen Sie, wo</i> (not just <i>Wo</i>); does not confuse <i>e/en</i> verb endings</p> <p>much of 6</p>	<p>Tells several things about the person, with clear distinction of 3S verb endings. Beyond that, even more 3S content or else accurate use of <i>wir</i> & verbs. Several verbs beyond <i>sein</i> & <i>haben</i>. <i>Mein/Meine</i> are distinguished, usually correctly. Intermediate-Low features are consistently evident</p> <p>much of 6</p>	<p>Asks several things about each of two persons, with clear distinction of 2S & 3S verb endings, including <i>sie/Sie</i> if used. Uses 3S subject pronouns. Uses several verbs beyond <i>be</i> & <i>have</i>. <i>Ihr/Ihre</i> (or <i>dein/deine</i>) are distinguished, usually correctly. Basic question word order is maintained. Uses interrogative adverbs (ex: when, how old) Intermediate-Low features are consistently evident</p> <p>much of 6</p>
<p>5</p> <p>User of list could undertake to arrange the accommodations, though interlocutor would have to help with details (but would not have to play big guessing games); there is also language for either getting a meal or explaining why one person is speaking for many; general parameters: quantity/ quality can compensate for each other: if there is 1/2 the quantity of level 6, it must be very accurate; if there are serious inaccuracies, the quantity must be like that of level 6</p> <p>most of 4</p>	<p>See Factor 1 for general parameters; depends much on previous language to carry out the task, but uses some language from recent contexts (<i>Straße</i>, newer snack items like <i>Tafel Schokolade</i>); negation can confuse <i>nicht/ kein</i>, but cannot use <i>nein</i> in place of them (<i>*Ich habe nein Mineralwasser</i>); cannot distort <i>Käse</i> if it is used;</p> <p>most of 4</p>	<p>Reader can understand, without a lot of guessing, that the writing is describing someone else. Person of pronouns and verbs is distinguished often; basic word order, verb forms, and genders show knowledge of German principles</p> <p>most of 4</p>	<p>Reader can understand, without a lot of guessing, that the writing is inquiring about someone other than the addressee. Person of pronouns and verbs is distinguished often; basic word order, verb forms, and genders show knowledge of German principles</p> <p>most of 4</p>
<p>4</p> <p>User of list could undertake to arrange the accommodations, though interlocutor would have to help with details (but would not have to play big guessing games); there is also language for either getting a meal or explaining why one person is speaking for many; general parameters: quantity/ quality can compensate for each other: if there is 1/2 the quantity of level 6, it must be very accurate; if there are serious inaccuracies, the quantity must be like that of level 6</p> <p>most of 4</p>	<p>See #2 at left; little evidence of vocab and structures of recent Kontexte</p> <p>A few word and a phrase or two</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p> <p>a few words and a short sentence or two, almost all distorted severely</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p> <p>a few words and a short sentence or two, almost all distorted severely</p>
<p>3</p> <p>several groups of simple words and a few seriously distorted sentences</p> <p>a few words and a phrase or two</p>	<p>See #2 at left; little evidence of vocab and structures of recent Kontexte</p> <p>A few word and a phrase or two</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p> <p>a few words and a short sentence or two, almost all distorted severely</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p> <p>a few words and a short sentence or two, almost all distorted severely</p>
<p>2</p> <p>several groups of simple words and a few seriously distorted sentences</p> <p>a few words and a phrase or two</p>	<p>See #2 at left; little evidence of vocab and structures of recent Kontexte</p> <p>A few word and a phrase or two</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p> <p>a few words and a short sentence or two, almost all distorted severely</p>	<p>substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.</p> <p>a few words and a short sentence or two, almost all distorted severely</p>
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on-time factor = 6

German Writing Test K10 (W2005)

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If you are taking this test outside of class, provide the following Honor Code documentation from a person who cares about you and who, by signing, vouches for your honesty.

Name of witness (printed) signature
ALEXIS WRIGHT

relationship

VIELEN DANK!!

*Danke vielmals,
Fran*

Part 1 (20 minutes)

You're in a German-speaking country and are about to do something where you'll have to speak readily. You're worried that you'll forget vocabulary and other important language, so you are making up a "cheat sheet" of key vocabulary, phrases, and sentences. The first context is taken from last quarter, because we want to check how much of that material has remained. The second asks you to combine knowledge from more than one Kontext of this quarter's material into resources for a complex situation. Your lists will be judged on how helpful they would be, not just how long they are. Don't pad your list by including words like "und" as separate items. If you have acquired language resources from outside the core materials, that may improve your score, as long as the core knowledge is also evident.

Im Hotel – On the train you attracted a collection of, oh, half a dozen linguistic "parasites" of both sexes and various preferences who took Spanish in college, instead of German, and now expect you to use your modest German to arrange accommodations for the whole gang of you. You suspect that the nicer ones in the group will buy you dinner in return for your efforts, if you negotiate well and find out about nearby resources.

VOCAB:

- Einzelzimmer = Single room
- Doppelzimmer = Double room
- Brauchen = need
- Bad = bath
- Douche = Shower
- Gepack = luggage
- Nächte = Nights
- Wieviel kosten das? = How much does that cost?

I don't need the English, since your German words are pretty accurate. But for some other people I get

SIMPLE PHRASES:

- Zimmer für sechs, bitte, = Room for six, please.
- Wo ist das Restaurant? = Where is the restaurant?
- Wir brauchen es für vier Nächte. = We need it for four nights.

How do we get from here to there, and what – and where – is "there"? – It's late in the evening, and the weather has been mostly unpleasant. You got the hotel room (see above), but now you've discovered that you need something real bad (never mind what), and you're going to have to go out and get it, however near or far it may be, and by whatever means of transportation you may need (and have available so late). Yes, big city train stations are a good resource in such cases, but this isn't a big city (or a small one), and by the time you got your hotel you had lost track of where the station was.

Wo ist...? = Where is...?

Wie weit ist es? = How far is it?

Ich möchte gehen zu... I would like to go to.

Ich möchte eine Bier zu trinken.

I would like a beer to drink.

Wir brauchen eine Taxi.

We need a taxi.

Straße = Street

Links = left

Rechts = right

Just "Ich möchte ein Bier," they can figure out you're going to drink it.

Part 2 (20 minutes) – Das kommt in den besten Familien vor! / Happens in the best of families!

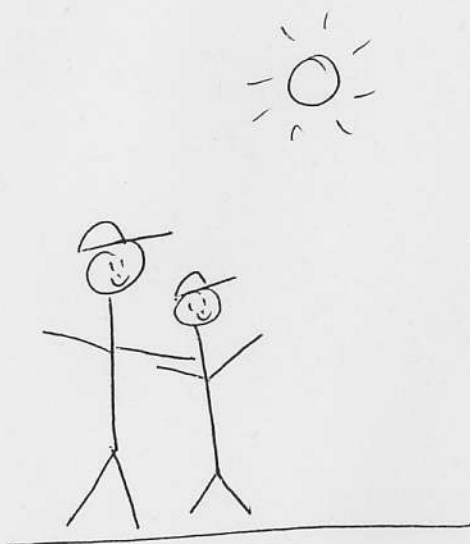
Perhaps you're sitting in a train compartment in a German-speaking environment, or else you're preparing to email a German-speaking acquaintance. You have a picture of some people (and pets?) who are near and dear to you. Write some sentences that tell about the various people in a way that makes them "real." If it will help, draw a picture of the photo and write about each person and what is going on in the pictures. Remember that "action shots" make the best pictures.



Dies ist mein Fräu und mein Hund. Mein Fräu name ist Alexis und mein Hund name ist Charlie. Sie mag zu trinken Bier und essen Salat. Charlie möchten zu essen und trinkt es zu. Er essen alles, Sie ist aus California. Sie arbeiten bis Nike, Charlie arbeit~~e~~, Nicht.

Part 3 (20 minutes) – Was dem einen recht, ist dem andern billig / fair is fair

In part 2 you got to tell about your life and the people in it. Now you are looking at a photo about the life and the people in it of the person in the train compartment, or in the email exchange, who was so nice as to be interested in your world. Write some questions that will show how curious and caring you are. If it will help, draw a picture of the photo and write about each person. Reminder: You're not talking about YOUR world; you're trying to find out about THEIR world.



Wer ist das? Ist dies Ihr Mann und Ihr Sohn? Wie heißen Du? Wo aus sind Du? Wieviel alt ist Ihr Sohn? Wo arbeitet Ihr Mann? Wann werde Sie sehen Ihre Familien?

Presenter

Scorer WBF

Date 12 Feb 09

Total Score 3,3 + 4 = Grade B- = 2.5

3 + 4 + 3 = 10 10/3 = 3,3 0665-25

3,7

Scoring Guide for Writing Test K10

	Factor 1 (1/6 of score) Vocabulary: Im Hotel	Factor 2 (1/6 of score) Vocabulary: How Do We Get from Here to There?	Factor 3 (1/3 of score) Describe someone else	Factor 4 (1/3 of score) Ask about someone else
<u>6</u>	User of list could easily deal with the two main tasks (accommodations, where to eat), and there is also language to explain why one person is speaking for many; vocabulary includes <i>bleiben</i> and <i>Nächte</i> , both undistorted; general parameters: there are about 10 multi-word phrases (or equivalent single words) and several rich sentences with little distortion at the level of words and syntactic units; little syllable distortion	See Factor 1 for general parameters; the language covers both needing something and inquiring about how to get around, including dealing with the lateness of the hour; if the need is food, produces <i>möchten + essen</i> (or <i>nichts zu essen</i>); for others needs, uses either <i>brauchen</i> or <i>haben + kein</i> or <i>Wissen Sie, wo</i> (not just <i>Wo</i>); does not confuse <i>elen</i> verb endings	Tells several things about the person, with clear distinction of 3S verb endings. Beyond that, even more 3S content or else accurate use of <i>wir</i> & verbs. Several verbs beyond <i>sein</i> & <i>haben</i> . <i>Mein/Meine</i> are distinguished, usually correctly. Intermediate-Low features are consistently evident	Asks several things about each of two persons, with clear distinction of 2S & 3S verb endings, including <i>sie/Sie</i> if used. Uses 3S subject pronouns. Uses several verbs beyond <i>be</i> & <i>have</i> . <i>Ihr/Ihre</i> (or <i>dein/deine</i>) are distinguished, usually correctly. Basic question word order is maintained. Uses interrogative adverbs (ex: when, how old) Intermediate-Low features are consistently evident
<u>5</u>	much of 6	much of 6	much of 6	much of 6
<u>4</u>	User of list could undertake to arrange the accommodations, though interlocutor would have to help with details (but would not have to play big guessing games); there is also language for either getting a meal or explaining why one person is speaking for many; general parameters: quantity/ quality can compensate for each other: if there is 1/2 the quantity of level 6, it must be very accurate; if there are serious inaccuracies, the quantity must be like that of level 6	See Factor 1 for general parameters; depends much on previous language to carry out the task, but uses some language from recent contexts (<i>Straße</i> , newer snack items like <i>Tafel Schokolade</i>); negation can confuse <i>nicht/ kein</i> , but cannot use <i>nein</i> in place of them (*Ich habe kein Mineralwasser); cannot distort <i>koster</i> if it is used;	Reader can understand, without a lot of guessing, that the writing is describing someone else. Person of pronouns and verbs is distinguished often; basic word order, verb forms, and genders show knowledge of German principles <i>on the low side</i>	Reader can understand, without a lot of guessing, that the writing is inquiring about someone other than the addressee. Person of pronouns and verbs is distinguished often; basic word order, verb forms, and genders show knowledge of German principles
<u>3</u>	most of 4 <i>add quantity + variety</i>	most of 4 <i>Same</i>	most of 4	most of 4
<u>2</u>	several groups of simple words and a few seriously distorted sentences	See #2 at left; little evidence of vocab and structures of recent Kontexte	substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.	substitutes English words; retains English word order; distorts basic letter/sound combinations. General effect is Novice-mid.
<u>1</u>	a few words and a phrase or two	A few word and a phrase or two	a few words and a short sentence or two, almost all distorted severely	a few words and a short sentence or two, almost all distorted severely

on the low side = 4

German Writing Test K10 (W2005)

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Name of witness (printed) signature _____

relationship

Father

VIELEN DANK!!

Danke vielmals!
Herr!

Part 1 (20 minutes)

You're in a German-speaking country and are about to do something where you'll have to speak readily. You're worried that you'll forget vocabulary and other important language, so you are making up a "cheat sheet" of key vocabulary, phrases, and sentences. The first context is taken from last quarter, because we want to check how much of that material has remained. The second asks you to combine knowledge from more than one Kontext of this quarter's material into resources for a complex situation. Your lists will be judged on how helpful they would be, not just how long they are. Don't pad your list by including words like "und" as separate items. If you have acquired language resources from outside the core materials, that may improve your score, as long as the core knowledge is also evident.

Im Hotel – On the train you attracted a collection of, oh, half a dozen linguistic "parasites" of both sexes and various preferences who took Spanish in college, instead of German, and now expect you to use your modest German to arrange accommodations for the whole gang of you. You suspect that the nicer ones in the group will buy you dinner in return for your efforts, if you negotiate well and find out about nearby resources.

Wo ist die Hotel?

Ich brauch ein ~~zwei~~ Einzelzimmer mit Bad / ohne Bad
Doppelzimmer

Wieviel kostet das?

Kommen das Zimmer mit Frühstück?

How do we get from here to there, and what – and where – is "there"? – It's late in the evening, and the weather has been mostly unpleasant. You got the hotel room (see above), but now you've discovered that you need something real bad (never mind what), and you're going to have to go out and get it, however near or far it may be, and by whatever means of transportation you may need (and have available so late). Yes, big city train stations are a good resource in such cases, but this isn't a big city (or a small one), and by the time you got your hotel you had lost track of where the station was.

Bahnhof

Taxi

nehmen wir ein taxi oder ~~ein~~ die Bus?

Wir sind da

Wie kommen wir dahin

Ich brauche

Wo ist das?

Part 2 (20 minutes) – Das kommt in den besten Familien vor! / Happens in the best of families!

Perhaps you're sitting in a train compartment in a German-speaking environment, or else you're preparing to email a German-speaking acquaintance. You have a picture of some people (and pets?) who are near and dear to you. Write some sentences that tell about the various people in a way that makes them "real." If it will help, draw a picture of the photo and write about each person and what is going on in the pictures. Remember that "action shots" make the best pictures.

Mein Vater arbeitet in der Kirche.

Er magt Buch Lesen.

Mein Mutter arbeitet in der Krankenhaus, sie ist ein gut Koch.

Mein Grössmutter is 87 Jahre alt und sie magt Crosswords

Kreuzworträtsel
ask me about
this word in
class, maybe on
a day when
we need a
break 😊

Part 3 (20 minutes) – Was dem einen recht, ist dem andern billig / fair is fair

In part 2 you got to tell about your life and the people in it. Now you are looking at a photo about the life and the people in it of the person in the train compartment, or in the email exchange, who was so nice as to be interested in your world. Write some questions that will show how curious and caring you are. If it will help, draw a picture of the photo and write about each person. Reminder: You're not talking about YOUR world; you're trying to find out about THEIR world.

Was machen sie?

Arbeiten Sie?

Haben Sie ein Kinder?

Was mögen Sie?

Was ist dein Lieblingsessen?

Was studieren Sie?

Arbeiten sie does she work
Arbeiten Sie Do you --