

# Scoring Guide for a CBI Classroom Project #1 *Business German - Basics*

Notes: 1) Project 3 (proposal for entire course also needs [Factor 4 "Pieces"] an overview / Table of Contents). 2) For Projects 1 & 2, presentation is not as important, so Factor 4 "slides" by one performance level. 3) Evidence of pedagogical consciousness" will vary in length with the size of the project, and will be much more extensive for a project that presents the design of an entire course. Evidence can be by reference to secondary literature or just "teacher talk" that shows consciousness of CBI concepts and their implications.

Global	Factor 1: Is It CBI? <i>1.5</i>	Factor 2: Language Level Fits Activity? <i>1.0</i>	Factor 3: Time Appropriate? <i>1.2</i>	Factor 4: The Pieces <i>1.8</i>	Factor 5: Presentation, <i>4</i>	
6	After tryout in real class goes to conference / can be used as exemplary for a later CBI class.	Is essentially equivalent to instruction in the other subject area (except for the inescapable oddities that the language level does not match the cognitive level of the other subject level, and that there are specific language targets).	Central language level is exactly right, and the activity, even as is, can fit the neighboring level above and below.	Entirety of activity is a very close fit to the declared available time, and is also, even as is, flexible in both directions.	More than just the basic set of instructor directions, student setup, support resources (realia, etc.), assessment tool, and evidence of pedagogical consciousness); all pieces of high quality.	Extremely accurate language (spelling, punctuation, syntax, paragraph structure, organization of parts, voice) AND strong visual management of the text (typography, layout).
5	Needs minor transformation of one aspect, but no content is missing. <i>Vague setup</i>	Needs slight adjustment (ex: one learner activity is above or below level). <i>But - high is fishy here</i>	Needs slight adjustment (ex: one learner activity is above or below level).	Very close fit, but not flexible.	Needs a couple of adjustments that can be carried out with little help from me beyond the initial criticism.	Close to 6: errors of language are individual, not systematic. Needs a pointer or two about typography / layout.
4	Needs to add something and cut something, or transform (the) two chunks.	Entire project needs adjustment by one major ACTFL sub-level (ex: IntMid vs. IntHigh is major; IntLow vs. IntMid is minor)	Needs 50% adjustment (cut by half, stretch to twice what's there), but this requires no major rethinking.	Needs my earnest help (half-hour discussion) and then several hours of your attention.	One piece (or equivalent sub-pieces of multiple pieces) needs my earnest help (half-hour discussion) and then several hours of your attention.	One systematic exposition flaw and a couple small scale errors. Format is plain but not confusing.
3	Needs several major changes, but the underlying idea is indeed CBI	Entire project belongs to a distinctly different level (ex: IntLow/Mid v. Advanced, LANG 103 v. LANG 203). Score 2: level is even more inappropriate (ex: Adv v. NH, LANG 301 v. LANG 101)	Much too short or much too long for the available time.	Needs an hour of my time and probably 5 hours of yours.	To become 4, presentation (this alone) needs an hour of consultation, followed by several hours of your time.	
< 3	Survey of project reveals that the organizing principle is not CBI, but something else, most likely a language lesson, and probably a pedagogically traditional / reactionary one (=hard-nosed grammar-translation approach).					

*needs another page of detail*

07366-2

CBI  
Project 1

**Content Area:**

Business German, for University level course

**Language Proficiency Level:**

ACTFL Intermediate High

**Activity:**

A German company, called Rad-Reise-Service <http://www.rad-reise-service.de/> is expanding their service to include bike tours in the United States. They already offer some tours in the U.S. (see New York example: <http://www.rad-reise-service.de/tour985.html>). Rad-Reise-Service has heard that Portland, Oregon is known as one of the largest biking cities and for their bike safety and environmental awareness. The company posted an advertisement online, asking for local businesses to submit proposals for hotels, restaurants, and other companies organizing local tours and activities to submit a proposal:

**Informationen für Geschäftspartner**

Rad-Reise-Service ist eines der führenden Portale für den Fahrradtourismus im deutschsprachigen Raum. Mit rund 1 Million Besuchern (ca. 4 Millionen Seitenklicks) bieten wir Geschäftspartnern verschiedene Möglichkeiten für Kooperationen.

- Hotels, Pensionen, Jugendherbergen und anderen Übernachtungsbetriebe bieten wir die Möglichkeit, sich im Verzeichnis "Radhotels, Bett und Bike, Fahrradpensionen" zu präsentieren.
- Reiseveranstalter können Ihre Angebote in der Rubrik "Organisierte Radreisen" präsentieren.
- Tourismus-Organisationen bieten wir die Möglichkeit, Ihre Region vorzustellen und Radwege/Radrouten kostenlos in unsere Datenbank einzutragen.

**>> Informationen, hilfreiche Tipps und die Teilnahmebedingungen finden Sie in den jeweiligen Rubriken im Menü <<**

Auch für andere Formen der Zusammenarbeit, speziell im Bereich Internet-Marketing sind wir offen - kontaktieren Sie uns.

**Assignment:**

In groups of 4 to 5 students, come up with a local business. You can use an existing business, or you can create one. After you have a summary including your business name and what you do, write a short (75-100 word) e-mail to Rad-Reise-Service with your personal business proposal. Make sure you include why they should choose your business, what position your business holds local, what services you offer, why they would benefit from having contact with your business.

**Background:**

These students have a background knowledge with travel and basic business vocabulary. This module could be expanded to include creating a brochure or web-page for their business, or an imaginary response e-mail from Rad-Reise-Service. These possible activities would take more time, but might also be easier for assessment. With the current activity, assessment could be made from language and accuracy, but might be better decided by participation in group-work.

Presenter

Scorer *WBF*

Date *4 May 09*

Total Score

Grade

### Scoring Guide for a CBI Classroom Project

*Alpenstein (P1 + P2)*

*07 Feb-4*

Notes: 1) Project 3 (proposal for entire course also needs [Factor 4 "Pieces"] an overview / Table of Contents). 2) For Projects 1 & 2, presentation is not as important, so Factor 4 "slides" by one performance level. 3) Evidence of pedagogical consciousness will vary in length with the size of the project, and will be much more extensive for a project that presents the design of an entire course. Evidence can by reference to secondary literature or just "teacher talk" that shows consciousness of CBI concepts and their implications.

	Global	Factor 1: Is It CBI?	Factor 2: Language Level Fits Activity?	Factor 3: Time Appropriate?	Factor 4: The Pieces	Factor 5: Presentation
6	After tryout in real class goes to conference / can be used as exemplary for a later CBI class.	Is essentially equivalent to instruction in the other subject area (except for the inescapable oddities that the language level does not match the cognitive level of the other subject level, and that <del>there are</del> specific language targets).	Central language level is exactly right, and the activity, even as is, can fit the neighboring level above and below.	Entirety of activity is a very close fit to the declared available time, and is also, even as is, flexible in both directions.	More than just the basic set of instructor directions, student setup, support resources (realia, etc.), assessment tool, and evidence of pedagogical consciousness) all <del>of high quality.</del>	Extremely accurate language (spelling, punctuation, syntax, paragraph structure, organization of parts, voice) AND strong visual management of the text (typography, layout). <i>on P2</i>
5	Needs 1/2 hour with me, then 1 hour of revision of small-scale content.	Needs minor transformation of one aspect, but no content is missing.	Needs slight adjustment (ex.: one learner activity is above or below level). <i>specified</i>	Very close fit, but not flexible. <i>yes</i>	Needs a couple of adjustments that can be carried out with little help from beyond the initial criticism.	Close <del>to</del> drops of language are individual, not systematic. Needs a pointer or two about typography / layout.
4	Will work adequately for its creator, but use by others would need serious support.	Needs to add something and cut something, or transform (the) two chunks.	Entire project needs adjustment by one major ACTFL sub-level (ex: IntMid vs. IntHigh is major; IntLow vs. IntMid is minor)	Needs 50% adjustment (cut by half, stretch to twice what's there), but this requires no major rethinking.	One piece (or equivalent sub-pieces of multiple pieces) needs my earnest help (half-hour discussion) and then several hours of your attention.	One systematic exposition flaw and a couple small-scale errors. Format is plain but not confusing.
3	Most parts will work adequately for its creator, but one major part should not be used yet.	Needs several major changes, but the underlying idea is indeed CBI	Entire project belongs to a distinctly different level (ex: IntLow/Mid v. Advanced, LANG 103 v. LANG 203). Score 2: level is even more inappropriate (ex: Adv v. NH, LANG 301 v. LANG 101)	Much too short or much too long for the available time.	Needs an hour of my time and probably 5 hours of yours.	To become 4, presentation (this alone) needs an hour of consultation, followed by several hours of your time.
< 3	Survey of project reveals that the organizing principle is not CBI, but something else, most likely a language lesson, and probably a pedagogically traditional / reactionary one (=hard-nosed grammar-translation approach).					

07366-5

Ol Go easy on the reading -  
The activity is 60 mins,  
only  
Draft 4/16/09

CBI

Project #1 Proposal: (other idea on next page) →

Content Area: Business German (possibly also Environmental Studies?) → if focus on environmental

Language Proficiency Level: ? ACTFL Advanced  
WBF (accessible to Int/High) advantages, but probably a little too far off.

Activity: A German company, called Rad-Reise-Service is expanding their service to include bike tours in the United States. They already offer some tours in the U.S. (see New York example). Rad-Reise-Service has heard that Portland, OR is known as being one of the largest biking cities, and for their bike safety and environmental awareness. The student's job is to create a business proposal, convincing Rad-Reise-Service why they should expand and offer a bike-tour in Portland (and the surrounding area?). Getting such a tour would attract Germans to Portland, which would improve tourism and business for local hotels, restaurants, and rental/tour agencies. The company also wants to know specifications about what areas of the city and routes are most bike friendly, (bike laws in Oregon, possible tri-met with bikes, bike locks/boxes, etc.).

- make proposals in groups then present to class at the end

Possibly useful sites to gather information:

- Bicycle Transportation Alliance: [www.bta4bikes.org](http://www.bta4bikes.org)
- Tri-met: [www.trimet.org/howtoride/bikes/index.htm](http://www.trimet.org/howtoride/bikes/index.htm)
- Portland Bureau of Transportation: [www.portlandonline.com/transportation/](http://www.portlandonline.com/transportation/)
- Bike Portland: [bikeportland.org](http://bikeportland.org)
- Legal guide: [www.stc-law.com/pdf/Pedal\\_Power\\_Jun19.pdf](http://www.stc-law.com/pdf/Pedal_Power_Jun19.pdf)

Skills Used: Writing; (Role-play = speaking); reading (from <sup>german</sup> texts)

Objective/goal:

WBF a letter of at least 1 page, may 2 (250-500 words)  
 WBF maybe note cards for a face-to-face presentation  
 Oops! I was thinking Project 2

Project 1; An initial email (75-100 wds)  
 establishing content + proposing for their discussion.  
 Would have to include the basic justification for the tour idea.



4/28/2009  
CBI-  
Project #1

*Yes* \* I included examples of texts. After doing this, it seems more reasonable to have the first 60-min. module as an introduction, followed by a week involving this activity → = developing it into project #2  
*Yes* (maybe introduction of D.A.V. - fill out membership form, choose theme + groups, etc. for first 60 min, ending with presentations + Tourenbericht - as if they had finished a Tour)  
Wandern mit dem Deutschen Alpenverein

*Let's take the Ersk Hilfe  
readily - can be processed  
speak*

07366-6

This is a lesson for a University level German class. The content area includes aspects of health/safety and environmental studies. The lesson requires a language proficiency of Intermediate-High. The lesson is based on information and programs created by the Deutscher Alpenverein.

In this lesson, students will be "working" in the German Alps. The students are asked to be hiking guides in the German Alps. Students will break into groups of 4-5 people. Students will be given informational texts distributed by the Deutscher Alpenverein on safety, equipment, and/or environmental issues. Students can be assigned to groups according to their areas of interest (medical- first aid, biology-plants and wildlife, sport and health- fitness and equipment, geography- of the alps). Students will previously have enough knowledge to understand the main idea of the texts, but will definitely need to ask or look up several key words.. At the beginning of the class, some new vocabulary will be presented/reviewed to the class, those words that are relevant to all groups. In the small groups, the students will review and discuss the texts, so that they comprehend the main points of the text. The students will then fill out the Bericht form provided, including the main points from theme. Afterwards, students will be expected to present a short synopsis of their chosen text. Together the instructor will go over with the entire class the main grammar questions and new vocabulary. The assessment will then

*good strategy  
nice mix of skills*