Scorer WMF Date 15 Nov 09 Total Score 4.6 Grade B+ @756a 1 3.3

German 101 — Scoring Guide for Project 2 (K 05): Letter about Family for Homestay Guest

Rule of thumb for 4/complete: The letter is cordial and conveys the individuality of sender and family / friends. A friendly reader can understand the language without considerable effort. The writer clearly went beyond the K01-05 language and seems to show pride in the product. Writer's family will think it "cool" when they see the portfolio.

	Global (check score, not a part of formula)	1 on time? (10%)	2 completeness of content (30%) 1.2	3 basic language (30%) 1.5	4 customized language (30%) 1.3
6	The guest will be impressed with the letter, though it may contain scattered errors, and will happily or sadly realize that he/she will be pushed to use a lot of German during the homestay.	turned in within one week after assigned 9 Nov	Project contains all elements assigned, with no skimping. Neatly written or printed, as though it were the real thing. Pictures are well-chosen and exploited linguistically. An extra or "surprise" feature can make up for a few small weaknesses.	Rich and accurate use of the linguistic resources offered by Kontext 1-5. Vocabulary is reproduced very precisely. Verb forms clearly distinguish ich, Sie (or du), wir, and er/sie. Gender distinctions are observed consistently. Structure of statements and questions is solid up to current level.	Uses many more words found independently than taken from K 1-5. Selection of vocabulary is very reliable, perhaps because student consulted with instructor. Word reproduction is precise. Tries often to go beyond K01-05 structures.
5	The guest understands or can figure out everything easily, despite some (easily remedied) errors in vocabulary, structure and form.	within two weeks after assigned	The letter contains all elements assigned, though one major area is "thinner" (but not truly thin). Pictures are attractive and the language does them justice.	Most of 5. Major linguistic resources are used richly and with no serious distortion or misunderstanding. Language could be brought to 6 by brief help from instructor and some minor corrections by writer.	The vocabulary goes well beyond the scope of that in K 1-5, but with some errors of selection / reproduction. Tries to go beyond a few K01-05 structures. yes no
4	Letter, picture(s), and language convey enough information and language competence that the tired guest, on arriving, can expect to conduct initial pleasantries, introductions, and a few minutes of small talk in his/her own language.	two weeks after assigned	The letter contains all elements assigned, but some major areas are "thinner." Pictures are good enough to support good language. The language is more than perfunctory – the effort to learn independently and go beyond the textbook language is clear and often successful. one topic: family	Many of the linguistic resources offered by Kontext 1-5 are used, but either sparely or with some inaccuracy. Vocabulary shows no recurrent distortion of key features. Verb forms show understanding of need to adjust to subject. Gender of personal pronouns and biological nouns is observed. Statements and questions show basic structural distinction.	Customized vocabulary sufficient to let people emerge as individuals - enough that reader would forgive frequent errors in selection and some errors in reproduction. Tries to go beyond K01-05 structures, but has evident difficulty.
3	The guest has to work sometimes to decipher the meaning, and expects to conduct initial contact in German, but knows it will be necessary to switch to English very soon after arriving.	within 3 weeks	The letter is missing only such features that a few remarks from the instructor and a few minutes of work by the student could bring it to 4 level. The language is not sparse, so both instructor and learner have something to work with.	Major linguistic resources from K 1-5 are used, but some are distorted seriously. Vocabulary is either sparse or often distorted. Verb endings are sometimes wrong or even ignored. Noun gender is random. Simple word order is often flawed, but there are some accurate short sentences.	Customized vocabulary thin or distorted. Persons little individualized. Reader must puzzle through frequent errors of word choice and reproduction, and may just have to give up. Little or no expansion of structure.
2	The guest is frequently puzzled by the language, but respects the good intentions.	within 4 weeks	Most of what is needed for the 4 is present, but in very rough form; or language is fair, content sparse.	Major features of the language of K01-05 are either missing entirely, or, if clearly present, frequently distorted in fundamental ways.	Customized vocabulary thin and distorted. No expansion of structure.
1	The guest expects to smile politely but wince inwardly at the host's brief attempts to use even simple German.	within 5 weeks	Project seems to have been thrown together quickly; student may have misunderstood what to do and apparently did not think of asking.	The language, what little there is of it, seems to be an attempt to put some German words into patterns that are either random or heavily depend on English principles.	Customized vocabulary non-existent, except perhaps for a few distorted words. Structures are so chaotic that going beyond is hopeless.

0786a 2 · (4:15 11/9/09 by Sierra)

German 101 Project 2

November 09, 2009

For Dr. William Fischer

Guten Tag meine Gast!

Meine Familie ist meine Schwester Kara, meine Mutter Jan und mein Vater Terry. Ich habe auch vier Onkel, drei Tanten, eine Großmutter und ein Großvater. Meine Familie lebt in vielen Städten in Amerika. Meine Schwester Kara lebt in Idaho und studiert Krakenpflege. Sie fährt Ski mit meine Mutter um Schweitzer Berg. Mein Vater arbeit im Baugewerbe und lernet Geschäft. Ich lebe in Portland Oregon in nordwest Amerika. Ich studiere Physik um Portland State University.

Genießen ein feuer mit meine Vater, Mutter, Schwester, mich und meine Hund "Lucky".

0756b-3

Scorer WBR Date 15 Nov 09 Total Score 4.8 Grade B+ 3.5

German 101 — Scoring Guide for Project 2 (K 05): Letter about Family for Homestay Guest

Rule of thumb for 4/complete: The letter is cordial and conveys the individuality of sender and family / friends. A friendly reader can understand the language without considerable effort. The writer clearly went beyond the K01-05 language and seems to show pride in the product. Writer's family will think it "cool" when they see the portfolio.

	Global (check score, not a part of formula)	1 on time? (10%) .6	2 completeness of content (30%) 1.2	3 basic language (30%) 1.5	4 customized language (30%) 1.5
6	The guest will be impressed with the letter, though it may contain scattered errors, and will happily or sadly realize that he/she will be pushed to use a lot of German during the homestay.	turned in within one week after assigned 8 Nov	Project contains all elements assigned, with no skimping. Neatly written or printed, as though it were the real thing. Pictures are well-chosen and exploited linguistically. An extra or "surprise" feature can make up for a few small weaknesses.	Rich and accurate use of the linguistic resources offered by Kontext 1-5. Vocabulary is reproduced very precisely. Verb forms clearly distinguish ich, Sie (or du), wir, and er/sie. Gender distinctions are observed consistently. Structure of statements and questions is solid up to current level.	Uses many more words found independently than taken from K 1-5. Selection of vocabulary is very reliable, perhaps because student consulted with instructor. Word reproduction is precise. Tries often to go beyond K01-05 structures.
5	The guest understands or can figure out everything easily, despite some (easily remedied) errors in vocabulary, structure and form.	within two weeks after assigned	The letter contains all elements assigned, though one major area is "thinner" (but not truly thin). Pictures are attractive and the language does them justice.	Most of 5. Major linguistic resources are used richly and with no serious distortion or misunderstanding. Language could be brought to 6 by brief help from instructor and some minor corrections by writer.	The vocabulary goes well beyond the scope of that in K 1-5, but with some errors of selection / reproduction. Tries to go beyond a few K01-05 structures.
4	Letter, picture(s), and language convey enough information and language competence that the tired guest, on arriving, can expect to conduct initial pleasantries, introductions, and a few minutes of small talk in his/her own language.	two weeks after assigned	The letter contains all elements assigned, but some major areas are "thinner." Pictures are good enough to support good language. The language is more than perfunctory – the effort to learn independently and go beyond the textbook language is clear and often successful.	Many of the linguistic resources offered by Kontext 1-5 are used, but either sparely or with some inaccuracy. Vocabulary shows no recurrent distortion of key features. Verb forms show understanding of need to adjust to subject. Gender of personal pronouns and biological nouns is observed. Statements and questions show basic structural distinction.	Customized vocabulary sufficient to let people emerge as individuals - enough that reader would forgive frequent errors in selection and some errors in reproduction. Tries to go beyond K01-05 structures, but has evident difficulty.
3	The guest has to work sometimes to decipher the meaning, and expects to conduct initial contact in German, but knows it will be necessary to switch to English very soon after arriving.	within 3 weeks	The letter is missing only such features that a few remarks from the instructor and a few minutes of work by the student could bring it to 4 level. The language is not sparse, so both instructor and learner have something to work with.	Major linguistic resources from K 1-5 are used, but some are distorted seriously. Vocabulary is either sparse or often distorted. Verb endings are sometimes wrong or even ignored. Noun gender is random. Simple word order is often flawed, but there are some accurate short sentences.	Customized vocabulary thin or distorted. Persons little individualized. Reader must puzzle through frequent errors of word choice and reproduction, and may just have to give up. Little or no expansion of structure.
2	The guest is frequently puzzled by the language, but respects the good intentions.	within 4 weeks	Most of what is needed for the 4 is present, but in very rough form; or language is fair, content sparse.	Major features of the language of K01-05 are either missing entirely, or, if clearly present, frequently distorted in fundamental ways.	Customized vocabulary thin and distorted. No expansion of structure.
1	The guest expects to smile politely but wince inwardly at the host's brief attempts to use even simple German.	within 5 weeks	Project seems to have been thrown together quickly; student may have misunderstood what to do and apparently did not think of asking.	The language, what little there is of it, seems to be an attempt to put some German words into patterns that are either random or heavily depend on English principles.	Customized vocabulary non-existent, except perhaps for a few distorted words. Structures are so chaotic that going beyond is hopeless.

?08 Nov '09

B7566-4

Das ist Mein Loftwohnung.

Ich lebe allein und mir gefält es.

Es ist sonnig innen oftmals.

October 29, 2009

Liebe alle,

Mein name ist [redacted] ich bin dreiunddreißig. Ich Amerikaner und ich komme aus Grants Pass. Ich wohne in Portland für dreizehn Jahren. Ich studiere Geschichte um Portland State. Ich habe zwei Brüder und Ihrem namen Sind Charles und Josh. Ich habe kein Schwester aber eine Schwägerin. Sie ist Christine und sie ist verheiratet sein mein bruder Josh. Man findet sie in Los Angeles. Mein bruder Charles lebt auch in Los Angeles. Mein Eltern Sind geschieden. Mein Vater ist Ed und er wohnt in Grants Pass. Er Arbeit ist Redwood Nursery. Meine Mutter ist Pamela und sie wohnt in Ashland.

Auf Wiedersehen!

Ich Familie im Hochzeit in Ohio.

Wir Sind Familie fotografierend.

Ich bin unbehaglich in alle fotos.

625 NW Everett ST #345 Portland, OR 97209-3629 **T:** (503) 525-5852 **W:**jsmorey@comcast.net

?08 Nov '09

B7566-4

Das ist Mein Loftwohnung.

Ich lebe allein und mir gefält es.

Es ist sonnig innen oftmals.

October 29, 2009

Liebe alle,

Mein name ist [redacted] ich bin dreiunddreißig. Ich Amerikaner und ich komme aus Grants Pass. Ich wohne in Portland für dreizehn Jahren. Ich studiere Geschichte um Portland State. Ich habe zwei Brüder und Ihrem namen Sind Charles und Josh. Ich habe kein Schwester aber eine Schwägerin. Sie ist Christine und sie ist verheiratet sein mein bruder Josh. Man findet sie in Los Angeles. Mein bruder Charles lebt auch in Los Angeles. Mein Eltern Sind geschieden. Mein Vater ist Ed und er wohnt in Grants Pass. Er Arbeit ist Redwood Nursery. Meine Mutter ist Pamela und sie wohnt in Ashland.

Auf Wiedersehen!

Ich Familie im Hochzeit in Ohio.

Wir Sind Familie fotografierend.

Ich bin unbehaglich in alle fotos.

625 NW Everett ST #345 Portland, OR 97209-3629 **T:** (503) 525-5852 **W:**jsmorey@comcast.net

0756c 5

Scorer WBF Date 18 Nov 09 Total Score 5.9 Grade A+

German 101 — Scoring Guide for Project 2 (K 05): Letter about Family for Homestay Guest

Rule of thumb for 4/complete: The letter is cordial and conveys the individuality of sender and family / friends. A friendly reader can understand the language without considerable effort. The writer clearly went beyond the K01-05 language and seems to show pride in the product. Writer's family will think it "cool" when they see the portfolio.

	Global (check score, not a part of formula)	1 on time? (10%) 5	2 completeness of content (30%) 1.8	3 basic language (30%) Oh wow! yes! 1.8	4 customized language (30%) 1.8
6	The guest will be impressed with the letter, though it may contain scattered errors, and will happily or sadly realize that he/she will be pushed to use a lot of German during the homestay.	turned in within one week after assigned	Project contains all elements assigned, with no skimping. Neatly written or printed, as though it were the real thing. Pictures are well-chosen and exploited linguistically. An extra or "surprise" feature can make up for a few small weaknesses.	Rich and accurate use of the linguistic resources offered by Kontext 1-5. Vocabulary is reproduced very precisely. Verb forms clearly distinguish ich, Sie (or du), wir, and er/sie. Gender distinctions are observed consistently. Structure of statements and questions is solid up to current level.	Uses many more words found independently than taken from K 1-5. Selection of vocabulary is very reliable, perhaps because student consulted with instructor. Word reproduction is precise. Tries often to go beyond K01-05 structures. + Success
5	The guest understands or can figure out everything easily, despite some (easily remedied) errors in vocabulary, structure and form.	within two weeks after assigned 10 Nov	The letter contains all elements assigned, though one major area is "thinner" (but not truly thin). Pictures are attractive and the language does them justice.	Most of 5. Major linguistic resources are used richly and with no serious distortion or misunderstanding. Language could be brought to 6 by brief help from instructor and some minor corrections by writer.	The vocabulary goes well beyond the scope of that in K 1-5, but with some errors of selection / reproduction. Tries to go beyond a few K01-05 structures.
4	Letter, picture(s), and language convey enough information and language competence that the tired guest, on arriving, can expect to conduct initial pleasantries, introductions, and a few minutes of small talk in his/her own language.	two weeks after assigned	The letter contains all elements assigned, but some major areas are "thinner." Pictures are good enough to support good language. The language is more than perfunctory – the effort to learn independently and go beyond the textbook language is clear and often successful.	Many of the linguistic resources offered by Kontext 1-5 are used, but either sparely or with some inaccuracy. Vocabulary shows no recurrent distortion of key features. Verb forms show understanding of need to adjust to subject. Gender of personal pronouns and biological nouns is observed. Statements and questions show basic structural distinction.	Customized vocabulary sufficient to let people emerge as individuals - enough that reader would forgive frequent errors in selection and some errors in reproduction. Tries to go beyond K01-05 structures, but has evident difficulty.
3	The guest has to work sometimes to decipher the meaning, and expects to conduct initial contact in German, but knows it will be necessary to switch to English very soon after arriving.	within 3 weeks	The letter is missing only such features that a few remarks from the instructor and a few minutes of work by the student could bring it to 4 level. The language is not sparse, so both instructor and learner have something to work with.	Major linguistic resources from K 1-5 are used, but some are distorted seriously. Vocabulary is either sparse or often distorted. Verb endings are sometimes wrong or even ignored. Noun gender is random. Simple word order is often flawed, but there are some accurate short sentences.	Customized vocabulary thin or distorted. Persons little individualized. Reader must puzzle through frequent errors of word choice and reproduction, and may just have to give up. Little or no expansion of structure.
2	The guest is frequently puzzled by the language, but respects the good intentions.	within 4 weeks	Most of what is needed for the 4 is present, but in very rough form; or language is fair, content sparse.	Major features of the language of K01-05 are either missing entirely, or, if clearly present, frequently distorted in fundamental ways.	Customized vocabulary thin and distorted. No expansion of structure.
1	The guest expects to smile politely but wince inwardly at the host's brief attempts to use even simple German.	within 5 weeks	Project seems to have been thrown together quickly; student may have misunderstood what to do and apparently did not think of asking.	The language, what little there is of it, seems to be an attempt to put some German words into patterns that are either random or heavily depend on English principles.	Customized vocabulary non-existent, except perhaps for a few distorted words. Structures are so chaotic that going beyond is hopeless.

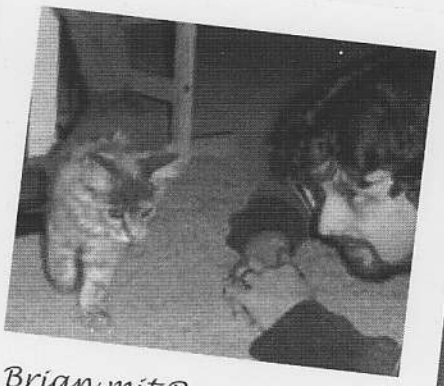
Beautiful example of using core language

Lieber Robert,

Hallo und Guten Tag!

11 November 2009

Ich wohne mit mein Mann, Brian. Wir sind das Ehepaar für 13 Jahre. Wir wohnen mit meine Bruder, John und meine Katze, Brian ist Englander und er ist 40 Jahre alt. Er arbeitet nicht aber er studiert Mathematik und er lernt Literatur und Kunst. John ist 33 Jahre alt und er studiert Englische Literatur und er lernt Spanisch. Wir studieren und wir arbeiten nicht!



Brian mit Rogue...Sie ist sehr junge ~ 4 monat alt!

1 Monat
2+ Monate
(The rule holds!)

Wir wohnt im Portland im ein Haus. Das Haus ist 70 Jahre alt mit 3 Dopplezimmer und 1 Bad. Bleiben Sie fur 6 Wochen? Wir haben kein Auto aber die Bushaltenstelle fur Tri-Met nummer 77 ist draußen. Wir gehen zum Strassenbahnhaltenstelle fur MAX unter 10 minuten.

oops — in Portland

Onyxia ihren tiefen Atem vollführt.!!!

Meine Katze heißt Rogue. "Rogue" ist Englische für Schurkenin.* Sie ist eine Maine-Coon-Katze. Die Maine-Katze ist ein Waldkatzen oder Naturrassen zusammen mit der Norwegischen Waldkatze und der Sibirischen Katze. Sie ist nicht zu laut und sehr schön. Sie ist grau und rot und weiß.

we used to have one — they're cantankerous!

*German doesn't have a feminine form for "rogue-ess".

Wir spielen World of Warcraft! Donnerstag und Sonntag ist World of Warcraft Schlachtgruppen Nächte von 19.00 uhr bis 21.00 uhr. Wir schlachtgruppen fur 2 stunden. Wir haben einen neuen Computer für Sie. Möchten Sie mit Ihrem Gnome Hexenmeister oder Ihrem Nachtelf Jäger spielen? Brian schlachtgruppet mit ein Draenei Schamanen heisst Kavelios und John schlachtgruppet mit ein Draenei Todesritterin heißt Cassiopeiae. Ich schlachtgruppe mit meine Gnomen schurkenin heiße Gnosh order meine Zwergen Priesterin heiße Airgiodach. Wir schlachtgruppen der Drachen Onxyia am Samstag um 18.00 uhr!

is this really a German verb now? For all I know it could be!

John und Brian machen Apfelwein.

Wir haben Frühstück! Ich esse Eier mit Käse und Zwiebeln. Brian ißt Hafermehl und John ißt ein Bagel mit Erdnußbutter. Wir trinken Kaffee! Möchten Sie fur Frühstück?

MfG,

Michei

hmmm — looks like some personal German — but it's OK

not quite correct — more soon about like/would like

Scorer WBF Date Sunday Nov. 8 Total Score 3.9 Grade B- 07562 1 2.63

German 101 — Scoring Guide for Project 2 (K 05): Letter about Family for Homestay Guest

Rule of thumb for 4/complete: The letter is cordial and conveys the individuality of sender and family / friends. A friendly reader can understand the language without considerable effort. The writer clearly went beyond the K01-05 language and seems to show pride in the product. Writer's family will think it "cool" when they see the portfolio.

	Global (check score, not a part of formula)	1 on time? (10%) 1,3	2 completeness of content (30%) 1, 2	3 basic language (30%) 1, 2	4 customized language (30%) 1, 2
6	The guest will be impressed with the letter, though it may contain scattered errors, and will happily or sadly realize that he/she will be pushed to use a lot of German during the homestay.	turned in within one week after assigned	Project contains all elements assigned, with no skimping. Neatly written or printed, as though it were the real thing. Pictures are well-chosen and exploited linguistically. An extra or "surprise" feature can make up for a few small weaknesses.	Rich and accurate use of the linguistic resources offered by Kontext 1-5. Vocabulary is reproduced very precisely. Verb forms clearly distinguish ich, Sie (or du), wir, and er/sie. Gender distinctions are observed consistently. Structure of statements and questions is solid up to current level.	Uses many more words found independently than taken from K 1-5. Selection of vocabulary is very reliable, perhaps because student consulted with instructor. Word reproduction is precise. Tries often to go beyond K01-05 structures.
5	The guest understands or can figure out everything easily, despite some (easily remedied) errors in vocabulary, structure and form.	within two weeks after assigned	The letter contains all elements assigned, though one major area is "thinner" (but not truly thin). Pictures are attractive and the language does them justice.	Most of 5. Major linguistic resources are used richly and with no serious distortion or misunderstanding. Language could be brought to 6 by brief help from instructor and some minor corrections by writer.	The vocabulary goes well beyond the scope of that in K 1-5, but with some errors of selection / reproduction. Tries to go beyond a few K01-05 structures.
4	Letter, picture(s), and language convey enough information and language competence that the tired guest, on arriving, can expect to conduct initial pleasantries, introductions, and a few minutes of small talk in his/her own language.	two weeks after assigned	The letter contains all elements assigned, but some major areas are "thinner." Pictures are good enough to support good language. The language is more than perfunctory – the effort to learn independently and go beyond the textbook language is clear and often successful.	Many of the linguistic resources offered by Kontext 1-5 are used, but either sparely or with some inaccuracy. Vocabulary shows no recurrent distortion of key features. Verb forms show understanding of need to adjust to subject. Gender of personal pronouns and biological nouns is observed. Statements and questions show basic structural distinction.	Customized vocabulary sufficient to let people emerge as individuals - enough that reader would forgive frequent errors in selection and some errors in reproduction. Tries to go beyond K01-05 structures, but has no evident difficulty.
3	The guest has to work sometimes to decipher the meaning, and expects to conduct initial contact in German, but knows it will be necessary to switch to English very soon after arriving.	within 3 weeks	The letter is missing only such features that a few remarks from the instructor and a few minutes of work by the student could bring it to 4 level. The language is not sparse, so both instructor and learner have something to work with.	Major linguistic resources from K 1-5 are used, but some are distorted seriously. Vocabulary is either sparse or often distorted. Verb endings are sometimes wrong or even ignored. Noun gender is random. Simple word order is often flawed, but there are some accurate short sentences.	Customized vocabulary thin or distorted. Persons little individualized. Reader must puzzle through frequent errors of word choice and reproduction, and may just have to give up. Little or no expansion of structure.
2	The guest is frequently puzzled by the language, but respects the good intentions.	within 4 weeks	Most of what is needed for the 4 is present, but in very rough form; or language is fair, content sparse.	Major features of the language of K01-05 are either missing entirely, or, if clearly present, frequently distorted in fundamental ways.	Customized vocabulary thin and distorted. No expansion of structure.
1	The guest expects to smile politely but wince inwardly at the host's brief attempts to use even simple German.	within 5 weeks	Project seems to have been thrown together quickly; student may have misunderstood what to do and apparently did not think of asking.	The language, what little there is of it, seems to be an attempt to put some German words into patterns that are either random or heavily depend on English principles.	Customized vocabulary non-existent except perhaps for a few distorted words. Structures are so chaotic that going beyond is hopeless.

Abut wir sind Möchten Sie

. 07Sed 2

1. Mein Familia trinken Wein am Weihnachtstag.
2. Die Weihnachtsbaum ist von Sleighbells in Sherwood.
3. Meine Mutter und Großmutter ist hübsch.
sind

Herr Heisman,

Es ist meine Familie, mein Vater, David, mein großvater, Colin, meine Mutter, Jill, meine großmutter, Eileen und mein Onkel, Nick. Wir ist im mein Wohnzimmer am Weihnachtstag 2007 und trinken Wein. Möchte Sie wein? Wir leben in im Lake Oswego, Oregon. Lake Oswego ist in süd Portland. Ich spiele rugby. Spielen sie rugby? Mein Onkel möchte kite surfing! Mein haus hat 8 zimmer 1 zimmer ist für Sie ihr.

-auf wiedersehen,

(put some new learned words on bank).

X

0756c-1

Scorer WBP Date 24Nov Total Score 4.2 Grade B 3 db

German 101 — Scoring Guide for Project 2 (K 05): Letter about Family for Homestay Guest

Rule of thumb for 4/complete: The letter is cordial and conveys the individuality of sender and family / friends. A friendly reader can understand the language without considerable effort. The writer clearly went beyond the K01-05 language and seems to show pride in the product. Writer's family will think it "cool" when they see the portfolio.

	Global (check score, not a part of formula)	1 on time? (10%) 3	2 completeness of content (30%) 1.5	3 basic language (30%) .9	4 customized language (30%) 1.5
6	The guest will be impressed with the letter, though it may contain scattered errors, and will happily or sadly realize that he/she will be pushed to use a lot of German during the homestay.	turned in within one week after assigned	Project contains all elements assigned, with no skimping. Neatly written or printed, as though it were the real thing. Pictures are well-chosen and exploited linguistically. An extra or "surprise" feature can make up for a few small weaknesses.	Rich and accurate use of the linguistic resources offered by Kontext 1-5. Vocabulary is reproduced very precisely. Verb forms clearly distinguish ich, Sie (or du), wir, and er/sie. Gender distinctions are observed consistently. Structure of statements and questions is solid up to current level.	Uses many more words found independently than taken from K 1-5. Selection of vocabulary is very reliable, perhaps because student consulted with instructor. Word reproduction is precise. Tries often to go beyond K01-05 structures.
5	The guest understands or can figure out everything easily, despite some (easily remedied) errors in vocabulary, structure and form.	within two weeks after assigned	The letter contains all elements assigned, though one major area is "thinner" (but not truly thin). Pictures are attractive and the language does them justice.	Most of 5. Major linguistic resources are used richly and with no serious distortion or misunderstanding. Language could be brought to 6 by brief help from instructor and some minor corrections by writer.	The vocabulary goes well beyond the scope of that in K 1-5, but with some errors of selection / reproduction. Tries to go beyond a few K01-05 structures.
4	Letter, picture(s), and language convey enough information and language competence that the tired guest, on arriving, can expect to conduct initial pleasantries, introductions, and a few minutes of small talk in his/her own language.	two weeks after assigned	The letter contains all elements assigned, but some major areas are "thinner." Pictures are good enough to support good language. The language is more than perfunctory – the effort to learn independently and go beyond the textbook language is clear and often successful.	Many of the linguistic resources offered by Kontext 1-5 are used, but either sparely or with some inaccuracy. Vocabulary shows no recurrent distortion of key features. Verb forms show understanding of need to adjust to subject. Gender of personal pronouns and biological nouns is observed. Statements and questions show basic structural distinction.	Customized vocabulary sufficient to let people emerge as individuals - enough that reader would forgive frequent errors in selection and some errors in reproduction. Tries to go beyond K01-05 structures, but has evident difficulty.
3	The guest has to work sometimes to decipher the meaning, and expects to conduct initial contact in German, but knows it will be necessary to switch to English very soon after arriving.	within 3 weeks	The letter is missing only such features that a few remarks from the instructor and a few minutes of work by the student could bring it to 4 level. The language is not sparse, so both instructor and learner have something to work with.	Major linguistic resources from K 1-5 are used, but some are distorted seriously. Vocabulary is ~~either sparse or~~ often distorted. Verb endings are sometimes wrong or even ignored. Noun gender is random. Simple word order is often flawed, but there are some accurate short sentences.	Customized vocabulary thin or distorted. Persons little individualized. Reader must puzzle through frequent errors of word choice and reproduction, and may just have to give up. Little or no expansion of structure.
2	The guest is frequently puzzled by the language, but respects the good intentions.	within 4 weeks	Most of what is needed for the 4 is present, but in very rough form; or language is fair, content sparse.	Major features of the language of K01-05 are either missing entirely, or, if clearly present, frequently distorted in fundamental ways.	Customized vocabulary thin and distorted. No expansion of structure.
1	The guest expects to smile politely but wince inwardly at the host's brief attempts to use even simple German.	within 5 weeks	Project seems to have been thrown together quickly; student may have misunderstood what to do and apparently did not think of asking.	The language, what little there is of it, seems to be an attempt to put some German words into patterns that are either random or heavily depend on English principles.	Customized vocabulary non-existent, except perhaps for a few distorted words. Structures are so chaotic that going beyond is hopeless.

Eins –

♡ Swei –

Drei –

?8 Nov '09

Foto nummer eins –
Dies ist meine familie!
Von lingks zu rekhts, ist mich, und meine, mutter ihre vornamen ist Shannon, und dann meine schwester Brittain, und dann meine vater Leif.
Wir sind auf urlaub besuch Chicago. Wir genießen reisen.

meine Mutter mein Vater
Schwester Bruder
etc.

Foto nummer swei –
Er ist meine hund Tahoe! Und er ist dreizehn.
Tahoe lieben der schnee, und ihr liebe Tahoe.

Fahrkarte (Paß)

L?? ich ? if so, then liebe is correct

Foto nummer drei –
Das ist unser haus. Wir leben in Boise Idaho.
Wir vor kurzem gemalt unser haus.

Lieber Mr.Fischer,

Ich lebe mit meine familie en Meridian Idaho. Meridian welcher ist en der nord west United States. Meridian ist Kleinstadt. Wir lieben unser haus en Meridian.

eine

Wir sind und schließen familie. Ich leben (vor college) mit meine mutter, vater, und schwester. Wir haben und hund, herr nammen ist Tahoe. Wir auskommen gut. ☺

meine

Im Dezember meine familie wird zu Montana für Skifahren! Ich bin aufgeregt und mich familie ist aufgeregt auch. Einer der unser zeitvertreibes ist skifahren! Wir sind gute skifahrers!

Wiedersen!

Schließen = to close (a door, an argument, whatever)

X Thoroughly exploits core language, both structures & vocab.

075'6f-1

Scorer WBE Date 24 Nov 04 Total Score 5.0 Grade A- 3.67 dbv

1 — Scoring Guide for Project 2 (K 05): Letter about Family for Homestay Guest

he letter is cordial and conveys the individuality of sender and family / friends. A friendly reader can understand the language without considerable effort. The writer clearly went beyond the K01-05 language and seems to show pride in the product. Writer's family will think it "cool" when they see the portfolio.

	Global (check score, not a part of formula)	1 on time? (10%) 1.2	2 completeness of content (30%) 1.8	3 basic language (30%) 1.5	4 customized language (30%) 1.5
6	The guest will be impressed with the letter, though it may contain scattered errors, and will happily or sadly realize that he/she will be pushed to use a lot of German during the homestay.	turned in within one week after assigned	Project contains all elements assigned, with no skimping. Neatly written or printed, as though it were the real thing. Pictures are well-chosen and exploited linguistically. An extra or "surprise" feature can make up for a few small weaknesses.	Rich and accurate use of the linguistic resources offered by Kontext 1-5. Vocabulary is reproduced very precisely. Verb forms often clearly distinguish ich, Sie (or du), wir, and er/sie. Gender distinctions are observed consistently. Structure of statements and questions is solid up to current level.	Uses many more words found independently than taken from K 1-5. Selection of vocabulary is very reliable, perhaps because student consulted with instructor. Word reproduction is precise. Tries often to go beyond K01-05 structures.
5	The guest understands or can figure out everything easily, despite some (easily remedied) errors in vocabulary, structure and form.	within two weeks after assigned	The letter contains all elements assigned, though one major area is "thinner" (but not truly thin). Pictures are attractive and the language does them justice.	Most of 5. Major linguistic resources are used richly and with no serious distortion or misunderstanding. Language could be brought to 6 by brief help from instructor and some minor corrections by writer.	The vocabulary goes well beyond the scope of that in K 1-5, but with some errors of selection / reproduction. Tries to go beyond a few K01-05 structures.
4	Letter, picture(s), and language convey enough information and language competence that the tired guest, on arriving, can expect to conduct initial pleasantries, introductions, and a few minutes of small talk in his/her own language.	two weeks after assigned	The letter contains all elements assigned, but some major areas are "thinner." Pictures are good enough to support good language. The language is more than perfunctory – the effort to learn independently and go beyond the textbook language is clear and often successful.	Many of the linguistic resources offered by Kontext 1-5 are used, but either sparely or with some inaccuracy. Vocabulary shows no recurrent distortion of key features. Verb forms show understanding of need to adjust to subject. Gender of personal pronouns and biological nouns is observed. Statements and questions show basic structural distinction.	Customized vocabulary sufficient to let people emerge as individuals - enough that reader would forgive frequent errors in selection and some errors in reproduction. Tries to go beyond K01-05 structures, but has evident difficulty.
3	The guest has to work sometimes to decipher the meaning, and expects to conduct initial contact in German, but knows it will be necessary to switch to English very soon after arriving.	within 3 weeks	The letter is missing only such features that a few remarks from the instructor and a few minutes of work by the student could bring it to 4 level. The language is not sparse, so both instructor and learner have something to work with.	Major linguistic resources from K 1-5 are used, but some are distorted seriously. Vocabulary is either sparse or often distorted. Verb endings are sometimes wrong or even ignored. Noun gender is random. Simple word order is often flawed, but there are some accurate short sentences.	Customized vocabulary thin or distorted. Persons little individualized. Reader must puzzle through frequent errors of word choice and reproduction, and may just have to give up. Little or no expansion of structure.
2	The guest is frequently puzzled by the language, but respects the good intentions.	within 4 weeks 15 Nov	Most of what is needed for the 4 is present, but in very rough form; or language is fair, content sparse.	Major features of the language of K01-05 are either missing entirely, or, if clearly present, frequently distorted in fundamental ways.	Customized vocabulary thin and distorted. No expansion of structure.
1	The guest expects to smile politely but wince inwardly at the host's brief attempts to use even simple German.	within 5 weeks	Project seems to have been thrown together quickly; student may have misunderstood what to do and apparently did not think of asking.	The language, what little there is of it, seems to be an attempt to put some German words into patterns that are either random or heavily depend on English principles.	Customized vocabulary non-existent, except perhaps for a few distorted words. Structures are so chaotic that going beyond is hopeless.

1.5 - but thoroughly exploits the core language

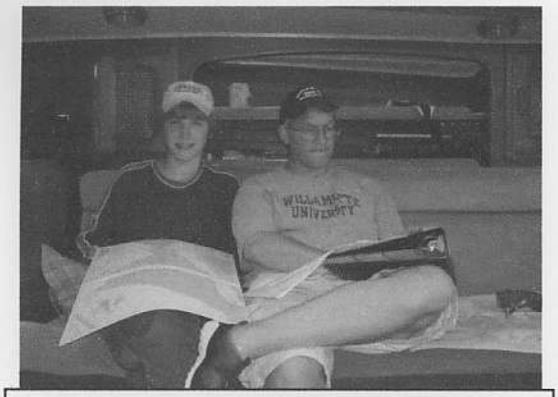
But it doesn't cost much - made the difference between A & A- - it's offset but an increase of just one level in one of the 30% items

· 875ef -2

Deutsch

15 November 2009

Project 2: "Wir und unsere Familien"



!!, Mien Vater und ich aus ein Segelboot. Es war August 2008 und wir waren in die "San Juan Islands," im Nord Washington. Wir lesen eine Landkarte.

!! Heir ist meine Katze. Sie heiBt "Shadow" und sie ist 4 jahre alt. Es schneit und war sehr kalt, also sie war nicht glücklich. Sie möchte summer und sonnig wetter.

(Mein) lieber Freund
Liebe mein Freund,

Die jahre 2008 war ein gute jahre für meine familie. Im sommer waren wir die "San Juan Islands" besuchen aus ein Segelboot! Wir wohnen aus das Segelboot fur ein woche. Das wetter war sehr warm und sonnig. Ich hatte viel spaB. Meine Familie wohne in ein haus im Portland. Unser Haus ist nicht GroB aber nicht sehr klein. Es hat 3 Schlafenzimmer und 2 Badzimmer. In unserem hause lieben meine Mutter Janelle, mein Vater Tim, und meine Katzen : Pepper, Percy and Shadow. Im winter das wetter im Portland ist kalt. Im Decemeber 2008 hatten wir viel Schnee. Der Schnee macht mir gern, aber die Katzen finden der Schnee zu kalt. Im winter schlafen sie viel!

Im Winter ist ... Elsewhere the word order is Ok)

Bis Später!

lieben = love
leben/wohnen = live

good use of wares + hatte -

0756f-1

Scorer WBF Date 24 Nov 09 Total Score 5.1 Grade A- 3,75 dk

German 101 — Scoring Guide for Project 2 (K 05): Letter about Family for Homestay Guest

Rule of thumb for 4/complete: The letter is cordial and conveys the individuality of sender and family / friends. A friendly reader can understand the language without considerable effort. The writer clearly went beyond the K01-05 language and seems to show pride in the product. Writer's family will think it "cool" when they see the portfolio.

	Global (check score, not a part of formula)	1 on time? (10%) 2	2 completeness of content (30%) 1.8	3 basic language (30%) 1.3	4 customized language (30%) 1.8
6	The guest will be impressed with the letter, though it may contain scattered errors, and will happily or sadly realize that he/she will be pushed to use a lot of German during the homestay.	turned in within one week after assigned	Project contains all elements assigned, with no skimping. Neatly written or printed, as though it were the real thing. Pictures are well-chosen and exploited linguistically. An extra or "surprise" feature can make up for a few small weaknesses.	Rich and accurate use of the linguistic resources offered by Kontext 1-5. Vocabulary is reproduced very precisely. Verb forms clearly distinguish ich, Sie (or du), wir, and er/sie. Gender distinctions are observed consistently. Structure of statements and questions is solid up to current level.	Uses many more words found independently than taken from K 1-5. Selection of vocabulary is very reliable, perhaps because student consulted with instructor. Word reproduction is precise. Tries often to go beyond K01-05 structures.
5	The guest understands or can figure out everything easily, despite some (easily remedied) errors in vocabulary, structure and form.	within two weeks after assigned	The letter contains all elements assigned, though one major area is "thinner" (but not truly thin). Pictures are attractive and the language does them justice.	Most of 5. Major linguistic resources are used richly and with no serious distortion or misunderstanding. Language could be brought to 6 by brief help from instructor and some minor corrections by writer. 4,5	The vocabulary goes well beyond the scope of that in K 1-5, but with some errors of selection / reproduction. Tries to go beyond a few K01-05 structures.
4	Letter, picture(s), and language convey enough information and language competence that the tired guest, on arriving, can expect to conduct initial pleasantries, introductions, and a few minutes of small talk in his/her own language.	two weeks after assigned	The letter contains all elements assigned, but some major areas are "thinner." Pictures are good enough to support good language. The language is more than perfunctory – the effort to learn independently and go beyond the textbook language is clear and often successful.	Many of the linguistic resources offered by Kontext 1-5 are used, but either sparely or with some inaccuracy. Vocabulary shows no recurrent distortion of key features. Verb forms show understanding of need to adjust to subject. Gender of personal pronouns and biological nouns is observed. Statements and questions show basic structural distinction.	Customized vocabulary sufficient to let people emerge as individuals - enough that reader would forgive frequent errors in selection and some errors in reproduction. Tries to go beyond K01-05 structures, but has evident difficulty.
3	The guest has to work sometimes to decipher the meaning, and expects to conduct initial contact in German, but knows it will be necessary to switch to English very soon after arriving.	within 3 weeks	The letter is missing only such features that a few remarks from the instructor and a few minutes of work by the student could bring it to 4 level. The language is not sparse, so both instructor and learner have something to work with.	Major linguistic resources from K 1-5 are used, but some are distorted seriously. Vocabulary is either sparse or often distorted. Verb endings are sometimes wrong or even ignored. Noun gender is random. Simple word order is often flawed, but there are some accurate short sentences.	Customized vocabulary thin or distorted. Persons little individualized. Reader must puzzle through frequent errors of word choice and reproduction, and may just have to give up. Little or no expansion of structure.
2	The guest is frequently puzzled by the language, but respects the good intentions.	within 4 weeks (16 Nov)	Most of what is needed for the 4 is present, but in very rough form; or language is fair, content sparse.	Major features of the language of K01-05 are either missing entirely, or, if clearly present, frequently distorted in fundamental ways.	Customized vocabulary thin and distorted. No expansion of structure.
1	The guest expects to smile politely but wince inwardly at the host's brief attempts to use even simple German.	within 5 weeks	Project seems to have been thrown together quickly; student may have misunderstood what to do and apparently did not think of asking.	The language, what little there is of it, seems to be an attempt to put some German words into patterns that are either random or heavily depend on English principles.	Customized vocabulary non-existent, except perhaps for a few distorted words. Structures are so chaotic that going beyond is hopeless.

0.756f - 2

Project 2

15 Nov 09

Hallo und Guten Tag,

Ich heisse Ben Ferguson und ich wohnt in Portland, Oregon mit meine Familie: mein Vater Murray, meine Mutter Linda, und meine Schwester Fiona. Wir wohnen in ein Gelb hundert-jahre-alt Haus. Mein Vater ist ein English Lehrer und meine Mutter schreibt. Sie lieben Wörter! Fiona ist noch in Schule, aber sie Tanzt. Und ich? Film ist meine Leitenschaft. Ich gehe ins Kino mit meine Famile jedes Wochenende. Es ist sehr gut für mein Geisteszustand! Mein Vater liebe Drama, meine Mutter und Schwester liebe Comödie, und ich liebe Sciencefiction. Wir sind glücklich denn wir haben viele Interessen.

Mit freundlichen Grüssen,

sie lieben = they love

sie liebt = she loves

Leidenschaft

nice vocab

yes! - tanzt

yes! - e

Ask me about German SF — or look at my website: "projects + publications"

Das ist meine Schwester und ich vor mein Klavier Konzert. Das Klavier Konzert war in Rimsky. Das ist eine Kaffeehaus.

Das ist meine Schwester, mein Vater,

und meine Mutter. Es ist Mutter und Vaters Hochzeitstag. Sie sind nach Hause.

24