

Scoring Guide for WT K15 (Parts: dialogs; vocab in context; skills eval.; present your town/city)

Rule of thumb for 4/complete: Creates many sentences that are not seriously distorted. Uses new vocabulary occasionally.

Teacher WBF Date 18 Mar '10 Total Score 265 Grade C 0797a-1

	1 Dialogs (15%) <u>45</u>	2 Vocabulary Lists (25%) <u>45</u>	3 Skills Evaluation (30%) <u>16</u>	4 Present your town/city (30%) <u>19</u>
6	Most of the created sentences are perfect German and of the same level as the originals in their vocabulary and structure. Insignificant errors in spelling.	The list fits the details of the situation – it's not just generic language for that general context. There are 10 or more distinct entries for each context, including some complete sentences that are essentially accurate. Very few distortions at the word level, none at the sentence level where the structure is one that has been systematically introduced.	8 sentences, either simple and essentially perfect (Ich gehe zum Kiosk) or rich but slightly flawed (Ich gehe *zur *nächste Kiosk). Most sentences use the vocabulary of the related context. Item #4 (friend going to shower) observes the switch to what someone else does and says, though verb-stem change may not appear (can use wir in item 4). Uses a modal verb. One sentence has two clauses (Ich frage, wann *kommt der nächste Bus.) Uses pronouns (beyond ich/Sie) readily where called for.	Covers the situation in detail, and mentions the background situation (the person and the visit). At least 6 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). Several well-formed sentences using verbs other than sein/haben, along with the simpler sentences. Uses twice or more vocabulary that is not taken from the core lexicon. Uses modals verbs to give advice (Wir können zu Fuß gehen). Fluency and range of content suggests ability to write even more.
5	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4
4	Some of the created sentences are of the same level as the originals in the level of the vocabulary and structures they attempt, and a few are perfect German. No pattern of serious misspelling.	8 or more distinct words or phrases for each context, including one complete sentence that does not show any basic flaws. (Gibt es noch *Platze für die Stadtrundfahrt *am heute nachmittag? vs. *1st dort... *hüete). Current vocabulary is used as much as vocabulary from a similar earlier context, though it may not be as accurately reproduced. Some distortions at the word and sentence level (ex: modal followed directly by infinitive), but no more than one pattern of distortion.	At least 6 sentences, either simple & good or rich but flawed. Addresses all 4 situations, but one is skeletal. Ordinary verbs with ich are nearly perfect; ich-forms of modals are sometimes correct. Uses zum/zur but not reliably (some inappropriate nach). Uses other pronouns than ich/Sie, but sentences tend to be too short and unrelated to yield many. Detects the shift to third person in item 4, but pronoun and verb forms are half distorted (or else the language is very brief).	At least 4 subject-verb clauses, most more than 3 syntactical units long (can be combined into fewer, richer sentences). More than one sentence that use verbs other than sein/haben. Distinguishes ich, Sie/du, and – where needed – third-person singular (Meine Mutter arbeitet); does not lapse into un-conjugated infinitives (*Ich haben). Distinguishes non-animate noun gender and, where needed, plural. Frequently uses the vocabulary of recent Kontexte if the situation warrants it.
3	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2
2	 Fewer no created sentences are of the same level as the originals, even in what they attempt. There are many errors in even simple words and expressions.	6 or more distinct words or phrases for each context, including one complete sentence, though it shows many basic flaws. Some patterns of distortion, but most do not obscure meaning.	4 sentences with length/quality mix as above, though the sentences are all quite simple. One item left essentially undone. Errors even in basic material of earlier contexts.	Two short sentences, limited to early-chapter language and with distortions in even simple language. Attempts to use recent structures and vocabulary, but there are severe distortions.
1	a few words only	a few words only	a few words only	a few words only

WT K15 (final) W2005

Name

Part 1 – competence in core language and situations(15%)

Below are some speech-lines taken from dialogs you studied this term (possibly with small changes). In the spaces opposite the speech-lines, write your own speech-line to go with the one you see already printed. If the space appears on the right-hand side, write a REPLY there, **in German**, to what you see on the left-hand side. If the blank appears on the left-hand side, write something there, **in German**, that could lead someone to say what you see on the right-hand side. Each pair of lines is a separate exchange; the pairs are not all part one long dialog. What you write does NOT have to be taken exactly from the dialogs in the book. Your language will be judged on how well it makes use of the resources introduced so far. Brief, vague answers like "Ja" or "Danke" will not receive full credit no matter how linguistically correct they are.

Examples (what you might write appears *like this*):

Herr Ober, wir möchten zahlen.	Ist das alles zusammen?
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<i>Herr Ober, wir möchten zahlen.</i>	Ist das alles zusammen?
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Kontext 9: "Tag. Sind diese Plätze schon besetzt?"	<i>Nein, <u>ich</u> heir noch frei.</i>
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<i>Wieviel weiter ist die Bank?</i>	Kontext 10: "Moment mal. Also zwei Straßen weiter..."
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Kontext 12: "Ach, das tur mir aber leid. Ich bringe die Handtücher sofort hoch. Brauchen Sie sonst noch etwas?"	<i>Ja, Ich brauche ein Bananen und Kaffee</i>
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WRITE IN GERMAN! <i>Wo ist etwas zu ^{lesen} lernen?</i>	Kontext 14: "Newspapers and journals from the States are left over there. Do you not see them?"
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Kontext 14: "Newspapers and journals from the States are left over there. Do you not see them?"	WRITE IN GERMAN! <i>Ja, Ich sehe. Danke. Sprechen Sie <u>Englich</u>?</i>
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Part 2 – ability to generate vocabulary and basic patterns (25%)

For each of the contexts provided below, make lists of useful words and phrases and sentences for someone who speaks some German, but not enough to handle the given contexts without some more help. Lists that consist largely or solely of single-word items will not receive full credit. You may include language learned elsewhere, for example from your projects. But to receive full credit, your lists MUST show that you have learned the core vocabulary and structures of the course.

<p>Reiseproviant • Travel Supplies: your list is to be used to shop for 2 people who are going to be on the train for 6 hours this afternoon and evening.</p>	<p>Hotel / Haus / Wohnung: your list will be used by someone who needs to locate a specific room in a much larger building, such as a hotel, house, or apartment building; "locate" means to find one's way there, not just to get a room</p>
<p>- Ich brauche zwei fahrkarte ticket</p> <p>- Ich bringe bananen und schokolade.</p> <p>-</p>	<p>- Meine wohnung - my apartment</p> <p>- die zimmer ist am die rechts.</p>
<p>Geldautomat • Internet-Café: your list is to be used to find and be sure how to use an ATM, and to buy computer time and check email.</p>	<p>Geschenke • Gifts: your list is to be used to shop for a gift which is something you very much want to receive for yourself, or else is something that would be treasured by someone you love.</p>
<p>tipen</p>	<p>- Ich ließe doppeljäcke</p> <p>- Es ist dunkel blau</p>

Part 3 – ability to create simple sentences in loosely connected clusters(30%)

You have been taught in a way that encourages you to acquire language as a tool for real communication rather than as a collection of intellectual knowledge. Therefore you may not realize just how much you have learned or what you can do with the language. This part of the test asks you about some of the communicative tasks you have encountered in recent contexts. For each question, reply with a brief description of what to do and then tell what to say in order to accomplish it. Below is an English-language example; what you might write appears in this font:

Can you make an appointment to see a dentist about a tooth problem?

How to do it: *I get on the phone and call the dentist's office.*

What to say: "Ah hamf a awwthol toofake. Canh ah commh innh rihaway an seehh thuh denniss?"

1. Können Sie Proviant für eine Reise von 6 Stunden kaufen?

Wie?

Was sagen: "

2. Sie sitzen im Zug, und ein Kind fragt nach Ihrer Familie. Was machen Sie und was sagen Sie?

Wie? Ich finde die Kind mutter

Was sagen: "Wo ist Ihrer Familie? Wo Ihrer Familie gesitzen? Was color haar Ihrer Mutter hat?"

3. Sie finden Ihre Haltestelle, aber zu spät. Der Bus Nr. 11 um 9.05 Uhr ist nicht mehr da.

Wie? Ich finde der ^{nechtes} Bus oder Ich finde die Taxi, und gehe zum hotel.

Was sagen: "Ich bravue die nechtes Bus oder ein Taxi. Wie spät ^{ist} die nechtes Bus hier?"

4. Sie und ein Freund/eine Freundin übernachten in einem Hotel, in einem Zimmer ohne Bad oder Dusche. Ihr Freund / Ihre Freundin möchte jetzt duschen

Wie? Ich finde ein Hotel mit ein Dusche.

Was sagen: "Ich bravue doppelzimmer mit eine Dusche. Ich bravue nicht Bad."

Kid is asking about your family

You're already staying in this hotel, + need to arrange towels, soap, key for a shower here.

Name _____

Part 4 – prochievement task at Intermediate-High level (30%)

A guest from a German-speaking country is coming to stay in your home. (You may choose either your actual home or your “pretend” home in a city in a German-speaking country.) You are proud of your city or town and your knowledge of it. Write part of a letter in which you: 1) locate your city or town within its larger regions, describe its climate, and tell what makes it special to you or some typical resident; 2) tell about your daily life: how, where, and when you conduct it, and who is involved in it; 3) offer an activity that you and your friend could share and which would likely lead your friend to like and admire you and your home.

Liebe Laura,

Ich wohne ⁱⁿ im Portland, Oregon. Es ist typische
kalt heir aber die wetter ist warm heute. ^{es} ~~es~~
ist nicht regnig. Portland ist sehr grün:
Portland hat so viele bräum. Mein Mann und
ich leben in meine Wohnung. Wir taufen gehen
jeden tag. Ich gehe zum Uni am Montag,
Mittwoch, und Freitag. Ich arbeite in ein
Restaurant. Am ~~die~~ Wochenende ich studiere
mit mein Mam. Wir taufen gehen!

Auf wiedersehen