

0825a-1

dfv

At

Grade

Total Score

5, 5

Date

17 Oct '10

Scorer

WBF

# Scoring Guide for Assignment "Are You Informed?" - Explore Materials and Compare to Expectations

Rule of thumb for 4/satisfactory: knows how the materials are organized, as indicated by ability to find key components; has a generally accurate if not precise understanding of the purpose of the course; can compare, without distortion, main features of the course and materials to a notion of language learning and language-learning materials that either was there before or was generated during the assignment; contributes one comment that has a specific content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway check" (next paragraph) to determine whether it's worth going on to score

the specific features. Do NOT let the student's negative OR positive attitudes toward the course and materials influence your scoring.

Gateway check: Before the assignment can be scored, the following items must be present. Item 1: Must show an explanation of "proficiency" (even if it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are missing ANY of the parts listed here as required, return the assignment for more work. Use the original date for scoring column 4.

	Part 1 (30%) Understands the materials and policies (short fill-in answers) 1.5	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales) 1.8	Part 3 (20%) Active learning) 1.0	Part 4 (20%) on time? 1.2
6	Gives a reasonable statement about proficiency. Identifies speaking as chief classroom activity. Correct answers about vocabulary lists (NO), dialog translations (NO), grammar explanations (YES), and grading (tests, projects, short assignments)	Marks ALL 6 of the scales for "prior concept," with NO selection of "had no prior opinion." Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion."	Adds a genuine comment about EVERY individual item, and ALSO a final comment.	before next class (or sends message about it)
5	Understands concept of proficiency and importance of speaking in class. Elsewhere only one inaccuracy about materials and policies.	MOST of 6-level behavior (not just half of it).	Genuine comment about MOST items, and ALSO a final comment; or else comments about ALL items but no final comment.	next class meeting (or sends message)
4	Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each).	4 comments out of the possible 7	one week after the activity in class
3	Concept of proficiency is vague ("survival German") but not directly wrong ("memorized phrases for everyday use"). Elsewhere only two inaccuracies about materials and policies.	MOST of 4-level behavior (not just half of it).	3 comments	less than two weeks
2	Concept of proficiency as in 3 above. Elsewhere multiple errors.	half of 4-level behavior	2 comments	less than 3 weeks
1	Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"). Elsewhere multiple errors.	less than half of 4-level behavior	1 comment	sometime after that

0825a-2

# Language Learning Preferences & Preconceptions Survey

3 October 2010

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:

(example: three years of French in high school – great teacher, OK book, I learned a lot)

Three years of high school Spanish, excellent teacher, materials well used ✓

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

If that class included significant use of computers and the internet. please describe the resources and activities you did with them here. (Word-processing alone does not count as significant.)

Now for your responses to your tour of our course materials:

## 1. The chief linguistic goal of our course is "proficiency." What does that mean?

Actual

Use of the language <sup>at whatever</sup> (in everyday situations), primarily for speaking.

There are also reading, writing, listening preferences

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

- no similarity at all
- more different than not
- I had no prior opinion about this feature
- more similar than not
- very similar**

bold = choice

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

- no similarity at all
- more different than not
- I had no prior opinion about this feature
- more similar than not**
- very similar

What is your initial response to this feature of OUR course? Circle ONE response.

- very negative
- somewhat negative
- It doesn't matter to me.
- somewhat positive
- very positive**

## Comments and questions about this feature

Makes sense to have it there, sometimes it helps to know why you are learning what you are so you have potential comparative analysis for the end of the course. ✓

**2. What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course?**

Partner and small-group practice of face-to-face communication ✓

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
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If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
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What is your initial response to this feature of OUR course? Circle ONE response.

very negative	somewhat negative	It doesn't matter to me.	somewhat positive	very positive
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**Comments and questions about this feature**

Learning a language requires use of the language and I have found that I personally work better in a partner type situation because there is less pressure if it were a teacher-student practice session and I am challenged more than if I were to do it on my own. ✓

**3. Many beginning language learners want "word-for-word" resources. Your materials include German-to-English vocabulary lists ("glossaries"). Are there also English-to-German vocabulary lists in our course materials?**

No, which I have varying opinions about.... ✓

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
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If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	more different than not	I had no prior opinion about this feature	more similar than not	very similar
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What is your initial response to this feature of OUR course? Circle ONE response.

very negative    somewhat negative    It doesn't matter to me.    somewhat positive    very positive

Comments and questions about this feature

I can understand the reasoning for this because the class is based off of practical application and not memorization. However, I like to know what I am expected to know and specifics of those expectations. Also, lists tend to make a good reference point if someone is not as quick to catch on general memorization. I would recommend possibly, some type of worksheets where people can see their progress on paper which gives them a marker of improvement rather than an aimless wandering in the classroom.

✓  
for lists, see the 3 levels of glossary; cumulative, Kontext, dialog.

4. In our course, spoken German is often taught with model dialogs. The Wie, bitte? dialogs are accompanied by dialog glossaries and dialog summaries. Are there also complete English translations of the dialogs?

No there are not English translations. ✓

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all    more different than not    I had no prior opinion about this feature    more similar than not    very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all    more different than not    I had no prior opinion about this feature    more similar than not    very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative    somewhat negative    It doesn't matter to me.    somewhat positive    very positive

write in a minority on this one

Comments and questions about this feature

I like the fact that there is not a direct English translation because it really hits home that English/German is not a direct word for word type decoding. On the other hand, sometimes it would be nice to know what I am saying or at least talking about. For example, Dialog 4 in Kontext 1, I get the general gist of what we are asking because it is simple and at a beginning point. Ok, we are asking what the 'family name' is. Maybe give me a little back story about how German culture works, I got a partial

use the dialog summaries & glossaries

*Thoughtful suggestion*

explanation in class but give me a bit more and maybe a heading so it is easier to remember what the dialog is about.

**5. Are there explanations of German grammar in our course materials?**

*Yes!*

Negative

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no	more	I had no prior	more	very
similarity	different	opinion about this	similar than	similar
at all	than not	feature	not	

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no	more	I had no prior	more	very
similarity	different	opinion about this	similar than	similar
at all	than not	feature	not	

What is your initial response to this feature of OUR course? Circle ONE response.

very	somewhat	It doesn't matter	somewhat	very
negative	negative	to me.	positive	positive

**Comments and questions about this feature**

*Problematic issue. Sometimes we can recognize our own errors & successes. But sometimes we can't. Even with lots of grammar support (with WB has), learners apply it incorrectly. yet think they are doing it right.*

This is a personal preference rather than an academic one. When learning, I like to know specifics and the mechanics because then I can know whether I am using them correctly or not. It may seem a minor detail for the beginning, but this is a detail that I feel should be explained in steps throughout the course and kept in relation to the topics we are currently on. I prefer structure and regimented learning I suppose.

**6. List the 3 major factors or areas of coursework that count in grading in our course.**

Major tests, personal interest projects, and weekly assignments. ✓

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no	more	I had no prior	more	very
similarity	different than	opinion about this	similar	similar
at all	not	feature	than not	

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no	more	I had no prior	more	very
similarity	different than	opinion about this	similar	similar
at all	not	feature	than not	

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What is your initial response to this feature of OUR course? Circle ONE response.

very  
negative

somewhat  
negative

It doesn't matter  
to me.

somewhat  
positive

very  
positive

**Comments and questions about this feature**

LOL, who likes being graded? What I do like is the standardized grading providing professors do not see it as a cause to make the class extremely hard that only certain people have the ability to be successful in the class. ✓

**Other comments and questions**

People have very different notions of what this is. Some think it means multiple-choice. Others - I'm one - see it as the use of objective standards (performance profiles, rubrics, scoring guides). We use those. And I agree with you about making the learning ~~be~~ reachable and ~~be~~ reachable!

**Return this form to any first-year German instructor.**