Pro...   Scorer __WMP__   Date _17 Oct '16_   Total Score _S-2_   Grade _A_ _dn_

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) _1.8_	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales) _1.8_	Part 3 (20%) Active learning _.8_	Part 4 (20%) on time? _✓_
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

Language Learning Preferences & Preconceptions Survey

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)

1 year of spanish 10 years ago - enthusiastic teacher, OK Book, I can't speak spanish *Could you back then?*

(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?**

Yup! (= jō)

The ability to **communicate** and use the language in everyday situations. *could be at whatever level*

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

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

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

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

Comments and questions about this feature

This is the "image" that a language should convey. The ability to communicate and not just memorize unrelated terms or concepts is an extremely important feature. Why else learn a language if not to actually use/speak it.

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?**

Communicating with one another - listening and speaking. ✓

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 |

Comments and questions about this feature — *any thing I can do to help?*

I rate this somewhat to very positive as someone who even as a returning student has social phobias which often prevent full participation in a class. This feature of the course, in its appropriate (entry level) setting I believe will be a positive and valuable experience that will help with this hinderance.

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 - that is not the goal of this class. Using the German language as much as possible is the idea. ✓

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

Comments and questions about this feature

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 - that is not the goal of this class. Using the German language as much as possible is the idea.

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

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

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

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

Comments and questions about this feature

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

   Yes - reference grammar + elsewhere

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

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

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

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

Major tests, personal interest projects, weekly assignments ✓

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 |

Comments and questions about this feature

Other comments and questions

Interactive (free) courseware is great - very useful. Danke!

Thanks for the kind words. Making WB was a mere matter of sweating blood for 20+ years.