

0825c-1

Presenter LPT Date 17 Oct 10 Total Score 56 Grade A dbv

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)	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales)	Part 3 (20%) Active learning)	Part 4 (20%) on time?
6	1.8 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)	1.8 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."	1-2 Adds a genuine comment about EVERY individual item, and AL-SO 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 AL-SO 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

6 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)

A couple years of Japanese at PSU – very strange book, but the teachers were nice enough. Not sure how I feel about it. *you're not alone here*

(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?

It refers to the ability to use the language in real-world situations. The point stressed is ability to communicate rather than meta-linguistic knowledge of the language. *Exactly ✓*

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

Outside of Latin, I think most language classes operate on something at least similar to this idea. Still, I can't help but feel that knowledge **about** the language is a contributing part of knowledge of the language.

Maybe you've been lucky

Maybe you've been lucky. Many others report pretty

08250-4

Comments and questions about this feature

I can understand the rationale behind this, but I feel that there are times where having such a resource could be important. *It's a judgment call.*

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. ✓

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

This seems to be potentially confusing, but as all the meanings are given elsewhere in such a way as to make it relatively transparent, I think it addresses that concern adequately.

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

Yes, although they are not a prominent feature. ✓

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

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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

Can you tell me more, so I can try to improve them?

Comments and questions about this feature

I definitely appreciate this being here, although the reference grammar PDFs are a little bit finicky when you try to use them. They're useable though, so that's fine.

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

The course is scored based on tests, projects, and short assignments such as this one.

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Comments and questions about this feature

I don't think I've ever encountered a course that wasn't graded pretty much like this, so I hardly feel like it's groundbreaking or anything. There's not much point in trying to convince me to be more than "somewhat positive" about homework and so on, so really that's why I've marked it that way.

You're honest!

graded, yes - but take a look at the tests + scoring grades...

Other comments and questions

The feeling I get from the materials strikes me as maybe overreacting against the over-teaching of grammar, but aside from the concern that it will be neglected more than I care for, I find the materials quite satisfactory.

Return this form to any first-year German instructor.

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