Prese_____ Scorer _WhF_ Date _17 Oct '06_ Total Score _S8_ Grade _A+_ _06_

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	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

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) ✓
 I've had 3 years of spanish in high school from 3 different teachers. Two teachers were alright, one was horrid. The last class I had was dreadfully boring.

(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.)

I graduated in 2002, and we literally used no technology for learning a foreign language. It was all from books. *Still that way in a lot of courses, with maybe some mechanical exercises on-line.*

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? To me? Proficiency means being able to converse and read most written material comfortably in a casual atmosphere.** *+ listen or write*

    ⌐ at my level, proficiency can be at a very formal, complex level

    I assumed you meant that / *marked these* / *didn't care* / *put on print*

    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 xxxx	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 xxxxx	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 xxxxx	It doesn't matter to me.	somewhat positive	very positive

Comments and questions about this feature
I feel like I'm missing a little bit of foundation materials.. I would really like to have some of the basics in front of me during class, as I like to know how things are spelled and pronounced. I'd also like some basic foundational words (and, or, what, where, who, how, me, you, when.. etc)

look at the Kontext titles

└ look on the screen   use the sound files

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?**
   It seems like the chief activity is memorizing basic conversation phrases.

   └ Try to get by with that on an oral test! Have to be able to fit the language to the situation. BUT - at the initial level there is much memorized language

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 xxxxx	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 xxxxx	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 xxxxx	very positive

Comments and questions about this feature
I think this is very important (to be able to say introductory phrases) but I worry that I may not have enough information to be able to "connect the dots" in other's responses in order to have a general idea of what they are saying.

I wonder whether your picture of this has changed in 2 weeks

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?**
   I did not find one.. ✓

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 xxx	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 xxxx	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. xxxx	somewhat positive	very positive

Comments and questions about this feature
I suppose it isn't really necessary at this point- I assume that the teacher knows best, and I have a feeling that if a english-german glossary was provided, that students might have a tendency to create sentences improperly.

[handwritten: ⌐ a huge tendency]

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 is not a complete english translation- only a summary and glossary of main terms.

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 xxxxx	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 xxxx	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. xxxxx	somewhat positive	very positive

Comments and questions about this feature

5. **Are there explanations of German grammar in our course materials?**
   There is some explanations, but its kindof hard to get to. *un ten tionally so*

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 xxxx	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 xxxx	more similar than not	very similar

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

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

Comments and questions about this feature
It seems like you really have to hunt for it, and that certain parts are found in different places. *By intention*

6. **List the 3 major factors or areas of coursework that count in grading in our course.**
   Major tests, personal interest assignments, and weekly assingments

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 xxxx	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 xxxx	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 xxxx	very positive

Comments and questions about this feature

Other comments and questions

Overall, I'm feeling a little apprehensive, but hopeful that I can work with the course materials and have success.

From what I've seen, you're a very dedicated of capable learner.

Return this form to any first-year German instructor.