

0829d-1

Scorer WBP Date 13 Dec 2016 Total Score 4.0 Grade B-

**German 101 – Scoring Guide for Project 2 (K 05): Letter about Family for Homestay Guest**

Rule of thumb for 4/complete: The letter is cordial and conveys the individuality of sender and family / friends. A friendly reader can understand the language without considerable effort. The writer clearly went beyond the K01-05 language and seems to show pride in the product. Writer's family will think it "cool" when they see the portfolio.

	1 on time? (10%)	2 completeness of content (30%)	3 basic language (30%)	4 customized language (30%)
<b>6</b>	turned in within one week after assigned <u>10 Nov</u>	Project contains all elements assigned, with no skimming. Neatly written or printed, as though it were the real thing. Pictures are well-chosen and exploited linguistically. An extra or "surprise" feature can make up for a few small weaknesses.	Rich and accurate use of the linguistic resources offered by Kontext 1-5. Vocabulary is reproduced very precisely. Verb forms clearly distinguish ich, Sie (or du), wir, and er/sie. Gender distinctions are observed consistently. Structure of statements and questions is solid up to current level.	Uses many more words found independently than taken from K 1-5. Selection of vocabulary is very reliable, perhaps because student consulted with instructor. Word reproduction is precise. Tries often to go beyond K01-05 structures.
<b>5</b>	within two weeks after assigned <u>17 Nov</u>	The letter contains all elements assigned, though one major area is "thinner" (but not truly thin). Pictures are attractive and the language does them justice.	Most of 5. Major linguistic resources are used richly and with no serious distortion or misunderstanding. Language could be brought to 6 by brief help from instructor and some minor corrections by writer.	The vocabulary goes well beyond the scope of that in K 1-5, but with some errors of selection / reproduction. Tries to go beyond a few K01-05 structures.
<b>4</b>	two weeks after assigned <u>17 Nov</u>	The letter contains all elements assigned, but some major areas are "thinner." Pictures are good enough to support good language. The language is more than perfunctory – the effort to learn independently and go beyond the textbook language is clear and often successful.	Many of the linguistic resources offered by Kontext 1-5 are used, but either sparsely or with some inaccuracy. Vocabulary shows no recurrent distortion of key features. Verb forms show understanding of need to adjust to subject. Gender of personal pronouns and biological nouns is observed. Statements and questions show basic structural distinction.	Customized vocabulary sufficient to let people emerge as individuals - enough that reader would forgive frequent errors in selection and some errors in reproduction. Tries to go beyond K01-05 structures, but has evident difficulty.
<b>3</b>	within 3 weeks <u>29 Nov</u>	The letter is missing only such features that a few remarks from the instructor and a few minutes of work by the student could bring it to 4 level. The language is not sparse, so both instructor and learner have something to work with.	Major linguistic resources from K 1-5 are used, but some are distorted seriously. Vocabulary is either sparse or often distorted. Verb endings are sometimes wrong or even ignored. Noun gender is random. Simple word order is often flawed, but there are some accurate short sentences.	Customized vocabulary thin or distorted. Persons little individualized. Reader must puzzle through frequent errors of word choice and reproduction, and may just have to give up. Little or no expansion of structure.
<b>2</b>	within 4 weeks <u>1 Dec</u>	Most of what is needed for the 4 is present, but in very rough form; or language is fair, content sparse.	Major features of the language of K01-05 are either missing entirely, or, if clearly present, frequently distorted in fundamental ways.	Customized vocabulary thin and distorted. No expansion of structure.
<b>1</b>	within 5 weeks <u>8 Dec</u>	Project seems to have been thrown together quickly; student may have misunderstood what to do and apparently did not think of asking.	The language, what little there is of it, seems to be an attempt to put some German words into patterns that are either random or heavily depend on English principles.	Customized vocabulary non-existent, except perhaps for a few distorted words. Structures are so chaotic that going beyond is hopeless.

*Assigned*  
3 Nov

0829d-2

From: Matt Hall <matthewthall@gmail.com>  
Subject: Project 2  
Date: December 8, 2010 1:14:00 PM PST  
To: fischerw@pdx.edu



Professor William Fischer

Project 2 "Wir und unsere Familien"

Hallo und Guten Abend,

*agefaked*

Meine Familie ist aufgeregt zu haben Sie blieben mit uns. Die Hall Einfamilienhause hat drei Schlafzimmers, drei Bäder, eine Küche, eine wohnzimmer, und eine groß garten. Der Hall Familie umfasst mein Vater, Daniel; meine Mutter, Doreen; und mein zwei Brüdern, Christopher und David. Wir haben auch den besten Hund der Welt, Spud. Dan ist 55 Jahre alt. Er ist groß und hat dunkle Haare, er liebt zu laufen. Doreen ist 50 Jahre alt. Sie ist klein mit braunen Haaren und braune Augen. Sie liebt es zu nähen. Christopher ist 24 Jahre alt. Er ist kurz und hat grüne Augen. Er liebt es zu spielen Basketball. David ist 27 Jahre alt. Er ist groß mit braunen Haaren und hat braune Augen. Spud ist 6 Jahre alt. Spud ist eine goldene abrufen. Als Familie, die wir lieben schwimmen und Fahrrad. Unten sie können siehe Bilder.

*T = retrieve information*

1.   ---Hier ist Daniel und Doreen Trinkwasser auf einer Party!

2.   ---Hier ist David Spaß in der Sonne!

*-früht, spielt*

3. *works better as: X [verb] t*

---Hier ist Christopher posiert für seine leitenden Foto! 4.   ---Spud

*[verb] gern = likes/loves to ~*

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