

Presenter _____ Scorer _____ Date _____ Total Score _____ Grade _____

Scoring Guide for Project K15: Welcoming Kit

Rule of thumb for 4/complete: All parts of the kit are present and of sufficient complexity to do the job. The welcoming note (if printed text) is at least half a page long (ca. 150 words), the informative resource is accompanied by several rich sentences,

and there are a visual aids and informative resources that have been “processed” with German (helpful specialized vocabulary, chatty remarks, etc.). Sentence creation is comfortable, and language demonstrates cognizance of and fair

competence with the structures and vocabulary of recent Kontexte.

Note: “Global” rubrics are not included in scoring.

	Global check: language	Global check: package content	Factor 1: on time (10%)	Factor 2: preparatory materials and activities (20%)	Factor 3: personal note (40%)	Factor 4: informative resource (20%)	Factor 5: visual aid (10%)
6	IntMid for current language. Independent vocab is rich & mostly correct.	(Writer adds something unexpected and impressive to the kit.)	Received with 1 week after being assigned	The content is identical to what would be in an exemplary “real world” version of the kit. The L2 language makes high-quality use of current core language and, (continued in level 5)	That writer and recipient are distinct individuals comes through in the language (rich vocab, etc.). Much information is conveyed, and the writer writes about recipient, not just self. Local world is also distinct.	Shows much care and imagination in selection. Richly supplemented by accurate language. The recipient would be eager to encounter the entity the aid presents, and the person who chose it.	
5	Strong IntLow for language already presented.	Either lots of 4 or an attempt, though definitely not successful, at 6	Received after deadline for level 6, before that for level 4	(cont’d from level 6) because of independent learning, clearly exceeds it in vocabulary and even structures (whether because of original thinking or “borrowing” from sources)	All of 6 in content, detail, & attitude, but doesn’t maintain 6’s length of utterance or accuracy of language; or else the language is rich & accurate but content, detail and attitude are less than in 6.	Much of 6; likely the language is not up to the 6, rather than the selection of material and the effort put into attaching the language to it.	
4	IntLow for...	See “Rule of Thumb.” Recipient would be confident with information and cordiality.	Received 2 weeks after being assigned	(Level 5 is almost Level 6) LEVEL 4: interest in kit is clear, but the language lags behind it. Resolute sentence-level language (rich vocab); support materials OK	The note contains several useful, specific pieces of information about the writer and the city. Weaknesses in the language of most recent units, but not in that of earlier ones.	There may be weakness in choice of resource/ visual aid or in the language that processes it, or possibly both, but not major flaws in both.	
3	Novice-High for...	All parts present, but lacks quantity OR quality	Received next meeting after level 4 date	Almost 4	Some attention to language and addition of more information (but not more kinds of information) would raise the rating to 4.	Could be turned into a 4 without extensive revision or starting over with fresh materials and language.	
2	below Novice-High for...	Brief and uninformative. Materials perfunctory and little adjusted to German.	Received 3 weeks after assigned	Major deficiencies in current language. Support materials sparse.	Language, even of much earlier units, is seriously flawed. That, or misunderstanding of the task, or indifference, make the note so poor that a fresh start would be better than attempts to revise.	The resource/ visual aid is not very attractive, and whatever attempt is made to customize it to the guest and the language is not close to effective.	
1	text type: short fragment	Very short, with few or no materials.	Received later than level 2 date	Some phrases and a sentence or two. A few attempts at support materials.	Constant distortion of language from earliest contexts.	A single sparse resource	Absent