

## German 101 – Scoring Guide for Final Oral Test (K 06)

Rule of thumb for 4/satisfactory: Leads some of the time; when not leading, responds with Intermediate-Low sentences.

	<b>Global</b>	<b>Factor 1: small talk (20%)</b>	<b>Factor 2: background &amp; daily routine (40%)</b>	<b>Factor 3: accommodations (40%)</b>
<b>6</b>	Initiates throughout the test. Median text type is simple sentence; some longer sentences.	Leads often, responds vigorously otherwise. Several exchanges on several topics, or else considerable length on one.	Asks both yes/no and w-questions, using several w-words (probably what, when). Covers home and family background & work routine and personal habits (when eat lunch, etc.). Compares (ex: one day with another, etc.) or looks for deeper information (why [not], how).	Volunteers information / questions. Differentiates people as individuals and links that information to needs (ex: separating the sexes, age groups). Differentiates mein- & Ihr- and uses gender flags (some accurate). Third-person singular verb ending, if needed, is clear. Uses most of: would like, need, single/double, bath/shower. Clear indicator of the 6: uses the K06 word “pay” in this K05 situation.
<b>5</b>	Initiates during first part of test and occasionally elsewhere. Few longer sentences; also few unnatural fragments.	Leads more often than not, responds (sometimes slowly) otherwise. 2 exchanges on 2 topics, or equivalent.	Two well-formed questions about each of the two topics (or else talks at length about self). Some sentences have more than 3 syntactic elements.	Identifies the people and their needs, but either does not deal with reasons and details, or else tries to and lacks the language. Some indication of third-person singular, gender, and possession. accommodations vocabulary is serviceable but not rich.
<b>4</b>	Initiates during first part of test. Many simple sentences	Leads more than once, but mostly reacts (but without much extra prompting).	Addresses both topics with a sentence or two, or else stays on one topic for a couple coherent utterances.	Needs help keeping the conversation coherent, but succeeds with the help. Examiner may need to use frequent yes/no or either/or prompts. Evident distortion of some (only some) accommodation vocabulary.
<b>3</b>	Initiates infrequently. Some simple sentences; some unnatural fragments.	Leads briefly and with help. Reacts briefly and with help. But the conversation goes on for more than a single exchange.	Needs some help to get through both topics, but does get through them: examiner does not need to make awkward shifts of topic and tactics.	Can get through the absolute basics with frequent help. A major chunk of information is neglected (failure to volunteer talk about bath/shower or breakfast, paying)
<b>2</b>	Does not initiate. A few simple sentences.	Can't lead even once with any accuracy. Can respond once, briefly, without great distortion (“Ich, uh, habe, uh heute Deutsch.”)	One topic is handled with much difficulty.	Appears to be learning accommodation language on the spot, or recalling it with much difficulty. The people and their needs are extremely vague.
<b>1</b>	Major struggle just to produce a few responses.	Responds a little, but with little relevance or accuracy.	A few fragments.	A few fragments. Examiner has to struggle to give a semblance of communication.