Name _____ **Date** _____ **Score** _____ **Grade** _____

Writing Test K06 Scoring Guide (F2005)

Part 1 (30%) "cheat sheet"

6	The list covers the situation from greeting to thanks & farewell, INCLUDING payment. It is rich in vocabulary and very accurate in spelling (phonetic, at least) and structure. It includes anticipation of a complication like those introduced in the dialogs (menu item not available, etc.). Food vocabulary does not "live" on K4. Questions include both YN and W- types, with word order and question-words (wieviel, etc.) largely accurate.
5	The list covers all major stages of the situation (greeting, asking about items, ordering with a polite phrase rather than just naming items, getting more of something, paying, and leave-taking). It is accurate enough that almost all of its words, if pronounced as written, would be comprehended readily. K6 content and structures are used freely but with some inaccuracy of form (but not concept). Could be brought to 6 with a few comments and a few minutes of rewriting.
4	The list will do the basic job of obtaining a full meal, though it is has moderate "holes" in content or language (ex: payment stage is missing or one stage uses fragmentary language). Vocabulary and structures up through K4 are solid; K6 vocabulary & structures are present, though inaccurate. Could be brought to 5 with a few teacher comments and a few minutes of redrafting.
3	The list is more K4 (Imbiss) than K6, but what is there is accurate. Could be brought to 4 after a few hours of study and a few teacher comments.
2	K6 content and structures are very thin, and K4 material, however rich, is inaccurate; or, however accurate, is still thin. Reading 3 would need many comments and several hours of study.
1	Just a few words, mostly distorted.

Part 2 (30%) phone msg notes

6	All 4 parts are addressed fully and accurately. Indicators: "would like" (spelling and use with another verb); past tense of *haben-* or rich use of *war-*; hotel vocabulary accurate in spelling, gender and plural; accomplishes item 4 with "perhaps"; "I know you don't have many rooms"; or similar; uses and accurately distinguishes "not," "nothing," "none/not any."
5	most of 6; could be brought to 6 with a few minutes of rewriting and a few teacher comments.
4	Accomplishes items 1, 2, & 3 with simple but basically accurate language, and makes a fairly successful attempt at item 4, maybe using "or". Could be brought to 5 with brief study and some teacher comments.
3	Does 1, 2, and 3 with simple and moderately flawed language, or else two of the three are done very well but the third is very weak or absent; essentially no success with item 4. Could be brought to 4 with a few hours of study and some teacher comments.
2	Fragmentary content expressed in fractured language.
1	Like 2, but only a few words

Part 3 (40%) comparing people

6	Describes at least 3 features of self (in separate categories, not just repetition of 3 related characteristics). Refers to at least 3 features of the addressee with similar breadth. Also includes two features about something or someone else (or one about each), such as a place/activity of interest or the friend. Uses 3 verbs beyond *haben* & *sein*; if *möchten* is one of the 3, *-öch-* must be undistorted. Verb forms MUST show clear differentiation of 1st-2nd-3rd persons (one or two errors OK). Almost certainly will use *wir* and *zusammen*. Either clearly twice exploits the language of the project (*Geschäft, Konzert*), or else richly describes some other resource / activity using generic course vocabulary. Uses several prepositions (*mit*, *um*, *ohne*, *in/im*). Word order does not separate verb and subject (no "Ich nicht / auch habe"). Some sentences / questions are 7+ words long / have 4+ syntactical elements. No PATTERN of spelling distortion that affects meaning or sound (*w/v, ei/ie*) or is un-German (*y/j, sh/sch, Zie for Sie*)
5	MOST of 6
4	Has half the content of 6. Accurate verb adjustment clearly outweighs distorted or absent adjustment. Uses 2 verbs beyond *haben* & *sein*. If *möchten* is one of them, can't distort both *ö* and *ch*. Either uses one word from project, or briefly mentions some other resource / activity using generic course vocabulary. Uses 2 prepositions other than *in*. Some true question word order (V-S, not S-V+"?")/
3	Most of 4
2	Substitutes English words; retains English word order; distorts basic letter/sound combinations
1	A few words, mostly distorted