

# Meeting 12 • 11 February 2010

Version:  
2/11/10

*see next pages*

## Today • my deadline page

- numbers in ( ) = minutes planned for activity/ topic
- √ = topic / activity that was adequately dealt with during the class
- + = topic needs more attention & will be resumed at next / subsequent meeting(s)
- = a topic / activity that was proposed but not carried out (but will be taken up later)
- ~~Struck through text like this~~ = a topic / activity that was proposed but not included / is not going to be taken up after all
- Italic text like this* = comments after the meeting

	<b>Main topic(s): Rubrics; Teaching and Testing Writing</b>
	(10) assessment in the news! Well, at least in my news: Geyserville, CA embarks on what could be a BBIMMP in language teaching and teacher training (in the reverse order, one hopes)
	(50) rubrics: GER 102 Project 1 (Einkaufen und Geschenke; also work samples 0777a • 0777b • 0777c • 0777d • 0777e • 0777f); current GER 102 Oral Test (K11): K11 protocol (doc) & scoring guide (doc)
	(30) Testing & teaching writing: initial discussion. Materials: ACTFL Guidelines for Writing (0013); outstanding article about teaching writing (Barnett, 0009)
	(10) Assignment: create a scoring guide for a language activity, with reflection; initial comments about the "BIMP" (AmAze me; Erin Watters idea)
	(10) For fun (if time): Old FSI language proficiency self-appraisal (0039)



*0039-1 from the 1970s*

## Upcoming class meetings

16 & 18 Feb.: assessing writing (L2, of course; but how about L1?); teaching writing; same for listening and reading; much more about rubrics (and an assignment to create one); course, curriculum, program assessment; thinking about the BIMP

## Upcoming assignment(s)

This section offers a PREVIEW, not activated assignments. Assignments are made, with announcement of their deadlines, both in class and on the "schedule" page. Here's a stack of reading for upcoming topics: PASS (OUS assessment system) documents: 0692 overall view (all subject areas); 0698 Second/World Languages Standards; 0695 Math Standards; Portland Public Schools World Languages Standards, 2001 version (0010a); 0699 ACTFL "Blueprint for Action on Language Education (2005)

## Announcements

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## Misc.

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Im writing a grant that will fund the development of Southern Pomo language curriculum, teaching tools, and plan a teacher certification program for the Tribe. In part of the proposal I will be talking about testing curriculum/teaching tools on children and adults. I dont know much of anything about testing curriculum, and I dont have to become expert in it, but I do want to be able to talk about it intelligently. Can you think of a colleague (in curriculum development?) at the university who could think aloud with me about this in a brief phone or email conversation?

APPENDIX C

TESTING KIT

### SELF-APPRAISAL OF SPEAKING PROFICIENCY

(All answers must be YES to achieve at least the level of proficiency listed on the left, except for four items at the S-3 level.)

0039-1

from the 1970s

## TESTING KIT

## APPENDIX C

SELF-APPRAISAL OF SPEAKING PROFICIENCY

(All answers must be YES to achieve at least the level of proficiency listed on the left, except for four items at the S-3 level.)

		<u>YES</u>	<u>NO</u>
<i>← US Govt. ratings (ILR scale)</i>			
S-0+ <i>Novice High</i>	Can you use a minimum of thirty words in appropriate contexts? (i.e., not just count or recite the days of the week).	<input type="checkbox"/>	<input type="checkbox"/>
S-1 <i>Intermediate Low + Mid</i>	Can you tell someone how to get from here to the nearest hotel, restaurant, or post office?	<input type="checkbox"/>	<input type="checkbox"/>
	Can you ask and tell the time of day, day of the week, date?	<input type="checkbox"/>	<input type="checkbox"/>
	Can you order a simple meal?	<input type="checkbox"/>	<input type="checkbox"/>
	Can you negotiate for a hotel room or a taxi ride at a just price?	<input type="checkbox"/>	<input type="checkbox"/>
	Can you buy a needed item of clothing or a bus or train ticket?	<input type="checkbox"/>	<input type="checkbox"/>
	Can you understand and respond correctly to form questions about your nationality, marital status, occupation, date and place of birth, etc.?	<input type="checkbox"/>	<input type="checkbox"/>
	Can you make a social introduction and use appropriate leave-taking expressions?	<input type="checkbox"/>	<input type="checkbox"/>
S-1+ <i>Int. High</i>	Can you use the language well enough to assist someone who does not know the language in coping with the situations or problems covered by the S-1 range?	<input type="checkbox"/>	<input type="checkbox"/>
S-1+ <i>Int. High</i>	Can you meet all S-1 requirements and at least three of the S-2 requirements listed below?	<input type="checkbox"/>	<input type="checkbox"/>

TESTING KIT

		<u>YES</u>	<u>NO</u>
S-2	Can you describe your present or most recent job or activity in some detail?	<input type="checkbox"/>	<input type="checkbox"/>
<i>Advanced</i>	Can you give detailed information about your family, your house, the weather today?	<input type="checkbox"/>	<input type="checkbox"/>
<i>Low/Mid</i>	Can you take and give simple messages over the telephone?	<input type="checkbox"/>	<input type="checkbox"/>
	Can you hire an employee, or arrange for special services (taking care of details such as salary, qualifications, hours, specific duties)?	<input type="checkbox"/>	<input type="checkbox"/>
	Can you give a brief autobiography and tell of immediate plans and hopes?	<input type="checkbox"/>	<input type="checkbox"/>
	Can you describe the geography of the United States or a familiar location?	<input type="checkbox"/>	<input type="checkbox"/>
	Can you describe the basic structure of the U.S. Government or of the U.S. educational system?	<input type="checkbox"/>	<input type="checkbox"/>
	Can you describe the purpose or function of the organization you represent?	<input type="checkbox"/>	<input type="checkbox"/>
	Do you feel confident that you understand what native speakers want to tell you on topics like those mentioned above and that they understand you (linguistically) at least 80% of the time?	<input type="checkbox"/>	<input type="checkbox"/>
	Can you use the language well enough to assist someone else who does not know the language in coping with the situations or problems covered by the S-2 range?	<input type="checkbox"/>	<input type="checkbox"/>
S-2+	Can you meet all S-2 requirements and at least three of these S-3 requirements?	<input type="checkbox"/>	<input type="checkbox"/>
<i>Advanced</i>			
<i>High</i>			

TESTING KIT

0039-3

YES   NO

S-3  
*and above  
 are all  
 ACTFL  
 Superior*

(Answers should be No)

Are there grammatical features of the language which you try to avoid?

 

Do you sometimes find yourself in the middle of a sentence you cannot finish because of linguistic limitations (grammar or vocabulary)?

 

Do you find it difficult to follow and contribute to a conversation among native speakers who try to include you in their talk?

 

Are you afraid that you will misunderstand information given to you over the telephone?

 

(Answers should be YES)

Can you speak to a group of educated native speakers on a professional subject and be sure you are communicating what you want to, without obviously amusing or irritating them linguistically?

 

Can you listen, take notes, and summarize accurately a speech or an informal discussion on your area of special interests, heard on the radio or over a public address system?

 

Can you (on a social occasion) defend U.S. Attitudes toward culture, race relations, or foreign aid from attack by an anti-American student or politician?

 

Can you cope with such trying linguistic situations as broken-down plumbing, an undeserved traffic ticket, a serious social or diplomatic blunder made by you or a colleague?

 

Can you follow connected discourse on a non-technical subject, e.g., a panel discussion on the status of women?

 

Can you serve as an informal interpreter on subjects in the S-3 range?

		<u>YES</u>	<u>NO</u>
S-3	Do you feel that you have a professional command (rather than just a practical one) of the language?	<input type="checkbox"/>	<input type="checkbox"/>
S-3+	Can you meet all S-3 requirements and at least three of these S-4 requirements?	<input type="checkbox"/>	<input type="checkbox"/>
S-4	In professional discussions, is your vocabulary always extensive and precise enough to enable you to convey your exact meaning?	<input type="checkbox"/>	<input type="checkbox"/>
	Are you able to alter your speech deliberately, depending upon whether you are talking to university professors, close friends, employees, etc.?	<input type="checkbox"/>	<input type="checkbox"/>
	Can you serve as an informal interpreter for a U.S. senator or cabinet official on all diplomatic and social functions?	<input type="checkbox"/>	<input type="checkbox"/>
	Do you practically never make a grammatical mistake?	<input type="checkbox"/>	<input type="checkbox"/>
	Do you think you can carry out any job assignment as effectively in the language as in English?	<input type="checkbox"/>	<input type="checkbox"/>
S-4+	In discussions on all subjects, is your vocabulary always extensive and precise enough to enable you to convey your exact meaning?	<input type="checkbox"/>	<input type="checkbox"/>
S-5	Do native speakers react to you as they do to each other?	<input type="checkbox"/>	<input type="checkbox"/>
	Do you sometimes feel more at home in the language than in English?	<input type="checkbox"/>	<input type="checkbox"/>

S-5

Can you do mental arithmetic in the language without slowing down?

YES    NO

  

Is your vocabulary at least as extensive and precise as in English?

  

Do you consider yourself a native speaker of the language?

Presenter ~~\_\_\_\_\_~~

Scorer WBF

Date 8 Feb 10

Total Score 4

Grade B-

2.7 dbw

### Scoring Guide for OT K11 (read dialog; describe family member or friend)

Rule of thumb for 4/ complete: comprehensible immediately to native speaker who is not reading the text. Text type is Intermediate-Low in general, rising to Intermediate-Mid on familiarity territory (ex: "Mein Bruder studiert Mathematik" would be said fluently, but "Er arbeitet [halting attempt to express "part-time" yields "heute aber nicht morgen, oder morgen aber nicht heute"). Does not frequently seem to need and then fail to produce vocabulary that has been introduced by *Wie, bitte?* or is likely to have been acquired otherwise in class or in projects.

#### Small Talk (10%)

6 responds to or initiates at every opportunity

5 Clearly closer to 5 than to 3

4 basic greetings and politeness reflected in language; does not hesitate if the examiner initiates

3 may hesitate sometimes, but always responds

2 one greeting handled, the other garbled;

1 one greeting; Isst der beiseite

#### Dialog Reading from Text (45%)

reads at close to natural pace, with same speed throughout (thus indicating familiarity with all words); chunks in accord with meaning; adds expression; does not ignore umlauts or reverse sounds (\*Kartoffeln for Kartoffeln)

Clearly closer to 6 than to 4

Reads without stumbling core language from previous material and more than half of current unit (i.e., does not handle low-frequency vocab, or trips on new morphological variation of known words). Does not distort umlauts or other characteristic sounds in words from previous core vocab. May not chunk and intone emphatically for German but does not chunk and intone distortedly. Does not speak only in monotone. No long pauses or incorrect sequencing of words (as in DM \_\_\_ or \_\_\_ Uhr). Does not slow down on arabic numbers of 1 through 3 digits. (Allow single lapses in above if the passage has other instances of the same feature that are managed properly.)

Clearly closer to 4 than to 2. Does not turn statements into questions due to uncertainty.

Severe distortion even of language from earlier units. Reading is slow, unchunked, and monotone. May intone statements as questions, due to insecurity.

Gets part way into the dialog, but with much difficulty.

Isst der beiseite  
dre zig -> zehn fahrt z/s (st)  
müssen  
bees  
m(uss)

#### Family description (45%)

several well-formed sentences using verbs other than sein, along with the simpler sentences about age, etc.; appears able to add more; third-person singular conjugation solid; distinguishes mein/meine accurately for people; uses 3S pronouns (can't expect the accusative)

along with "sein" sentences, uses several specific verbs but sometimes misconjugates (or fails to conjugate at all). Distinguishes mein/meine etc. for people, but with some errors.

more than one sentence that use verbs other than sein; uses 3S -t ending, if only once ("ist" doesn't count); mixes mein/meine etc., but does use ich (if often wrongly); does not distort core family terms (Bruder, etc., not "Broder")

3.5  
ich bin älter  
Jeff kennt mich

More than 2 sentences, but mostly with "sein" (even where, for example, "wohnen" is more appropriate); mixes -t ending and distorted endings (or infinitive) for third-person singular.

two short sentences, limited to early-chapter language (Bob ist 17 Jahr alt. Er studier(e)...) a few words only

Treffen haben ein Kinder  
mein F ist sehr kleine  
aus der weise  
Jeff leben arbeiten  
ich ne sehen nein für kein

**Scoring Guide for OT K11 (read dialog; describe family member or friend)**

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**Small Talk (10%)**

- 6 responds to or initiates at every opportunity
- 5 Clearly closer to 5 than to 3
- 4 basic greetings and politeness reflected in language; does not hesitate if the examiner initiates
- 3 may hesitate sometimes, but always responds
- 2 one greeting handled, the other garbled;
- 1 one greeting; little else

**Dialog Reading from Text (45%)**

reads at close to natural pace, with same speed throughout (thus indicating familiarity with all words); chunks in accord with meaning; adds expression; does not ignore umlauts or reverse sounds (\*Kartoffeln for Kartoffeln)

Clearly closer to 6 than to 4

Reads without stumbling core language from previous material and more than half of current unit (i.e., does not handle low-frequency vocab, or trips on new morphological variation of known words). Does not distort umlauts or other characteristic sounds in words from previous core vocab. May not chunk and intone emphatically for German but does not chunk and intone distortedly. Does not speak only in monotone. No long pauses or incorrect sequencing of words (as in DM or \_\_\_ Uhr). Does not slow down on arabic numbers of 1 through 3 digits. (Allow single lapses in above if the passage has other instances of the same feature that are managed properly.)

Clearly closer to 4 than to 2. Does not turn statements into questions due to uncertainty.

Severe distortion even of language from earlier units. Reading is slow, unchunked, and monotone. May intone statements as questions, due to insecurity.

Gets part way into the dialog, but with much difficulty.

fährt müssen umst  
ausst  
nemmen

**Family description (45%)**

several well-formed sentences using verbs other than sein, along with the simpler sentences about age, etc.; appears able to add more; third-person singular conjugation solid; distinguishes mein/meine accurately for people; uses 3S pronouns (can't expect the accusative)

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ist nicht studieren

More than 2 sentences, but mostly with "sein" (even where, for example, "wohnen" is more appropriate); mixes -t ending and distorted endings (or infinitive) for third-person singular.

two short sentences, limited to early-chapter language (Bob ist 17 Jahr alt. Er studier(e)...) U+M wohnt

a few words only

Ich habe ein Br  
Mein B wohnt in PO X a. 157  
20 Jahre Ich 18 w bin  
Mein B a Student (wer)

6T