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Development of Curriculum/Assessment Plan
for District CIM in German

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CI 501 Action Research
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The goal of this action research project is to design a curriculum and assessment plan to meet new Reynolds School District standards for German, based on the Oregon CIM.

The new Oregon CIM standards in foreign languages are being phased in and will be required for those students who entered the 9th grade in the 2001-2002 school year by the time of their graduation in 2004-2005. The district does not have money to purchase new materials geared more closely to the content and functions contained in these new standards. Creating original materials and assessment tools is a viable solution to help prepare students to meet the new standards. I am well-prepared to undertake this work based on extensive prior course work in foreign languages, pedagogy and curriculum development plus personal enthusiasm for the project. Completion of this work can also eventually lead to the creation of a new high school textbook for publication.

Over the past four years this work has resulted in a detailed curriculum plan including units and specific course content for German 1 with appropriate proficiency-oriented assessment tools. These materials can prepare students to meet Benchmark II of the Oregon PASS Standards in Foreign Languages. Reynolds' faculty for foreign languages at the high school level selected this PASS Benchmark as an appropriate CIM

standard for our students. The assessment tools include all four skill areas (listening, speaking, reading, writing) plus culture.

This action research report consists of two parts: the report and attached documents. First, the report focuses on the project goals and rationale (see above). Next, it furnishes important background information on the development of the CIM standard in foreign languages. This information is necessary in order understand the larger context of this action research project. Then, the report provides a detailed history of the action research including its scope and progress over time. It explains the need for new curriculum and how this work was tied to professional development plans. It discusses establishing the Reynolds CIM, crafting the curriculum and the impact of assessment on the curriculum. Finally, the conclusion reflects on the project as a whole, its results and future directions. Second, attached to the report are samples of the curriculum and assessment materials and other documents including materials for communicating the new standards to students and their families, recognizing student progress toward the new standards, as well as noting any lack of progress with corrective measures/support.

The Development of a CIM Standard

The Oregon CIM in foreign languages is being phased in over a period of several years after being postponed several times. It currently stands as a legal requirement for those students who entered the ninth grade in the 2001-2002 school year. These students must meet CIM standards in foreign languages by the time they graduate in 2004-2005. The standards address four skill areas (listening, speaking, reading, writing) plus an

appropriate level of cultural insight. Unlike other subject areas, the Oregon Department of Education did not determine the actual CIM standard for foreign languages; rather, the ODE allows local districts to choose their own according to suggested CIM materials provided by the state. These materials list a series of Benchmarks but do not specify which Benchmark corresponds to the CIM. Most districts are choosing either Benchmark II or III. The Benchmarks address level-appropriate content, functions, text types and accuracy (see next section).

The materials provided by the state are based largely on a rating scale developed by the American Council on the Teaching of Foreign Languages (ACTFL) with the participation of the Educational Testing Service (ETS). ACTFL is a national organization representing foreign language teachers at all levels. The ACTFL scale (see attached documents) was originally based on the ILR scale developed by the Foreign Service Institute for evaluating the language proficiency of those serving in the diplomatic corps. The ILR scale is tied to evidence of what people can do with a language after a given number of contact hours. It emphasizes higher-level proficiency. The ACTFL scale was developed by educators for educational uses with more expansion of the lower ratings since most secondary and college students of foreign languages are at beginning to intermediate levels.

The Oregon Benchmarks are also tied to principles for proficiency-oriented instruction, the leading philosophy in the profession. This approach is based on the work of Krashen, Canale and Swain, and other experts in the field of second language acquisition. The CIM committees which worked for the Oregon Department of Education invited the Confederation in Oregon for Language Teaching (COFLT), which

represents foreign language teachers in the state of Oregon, to develop CIM tests for speaking. Oregon teachers can be trained and certified through COFLT to provide oral tests which can meet PASS standards (more appropriate to CAM than CIM). Tests for the other skill areas (listening, reading, writing) have not been formalized.

The Oregon CIM measures intermediate progress after two to three years of study: it is a formative assessment. The CAM represents a summative assessment, the desired end point after three to four years of study. Like the CIM, the CAM has been postponed several times. It is now scheduled for implementation for students graduating in 2006-2007. The CAM is the high school equivalent of the college-entrance PASS test. The PASS test for foreign languages is currently slated for implementation at the same time as the CIM: unless changed, it will be required of students entering Oregon colleges and universities in September, 2005 (following the 2004-2005 school year). This means high schools will only be requiring the formative CIM at the same time students will be expected to meet the summative PASS requirements. It is quite possible that the PASS test for foreign languages will be postponed like the CAM until 2006-2007 but that is uncertain. It is also possible only the PASS oral test, currently available through COFLT, will be required for college entrance.

PASS standards meet or exceed corresponding CIM/CAM Benchmarks.

Although districts choose their own CIM standards, it is possible in my opinion that the state will eventually provide a complete set of testing materials (four skill areas plus culture) for the CAM in foreign languages. "Choosing" a CIM standard means districts choose not only which Benchmark but also exactly how they will determine success in meeting the Benchmark and all lower Benchmarks. The CAM standard will likely be set

by the state and as such the state may want to establish the assessment materials and protocols in order to ensure reliability. It is probable that the CAM standard will be Benchmark IV, which corresponds to the same Benchmark required for the PASS.

The Action Research

In this section I will relate a brief history of the action research including its scope and progress over time in the context of Reynolds High School, the Reynolds School District and the state of Oregon. I will explain the curriculum and assessment materials produced, including their appropriateness, usability and validity.

The Need for New Curriculum

When I began work in 1998 as a full-time German teacher at Reynolds High School in Troutdale, Oregon, I took over four classes of German from the previous teacher who was retiring. The books available were older editions of *Deutsch Aktuell* which are primarily grammar-driven. The topics of the first year book do largely match the topics of the state Benchmarks but the book's vocabulary and focus on grammar reached beyond the proficiency of beginning students (Novice-Low on the ACTFL scale). From the training I received in graduate and post-baccalaureate courses in foreign languages, linguistics and education, I knew that to confront the students with a book and expectations that reached too far beyond their level would mean to frustrate them and hinder their progress. Although I could teach them these materials and test them on the vocabulary and grammar manipulation, the students would not truly acquire that portion of the material which reached beyond their initial level of proficiency. It would be like

asking them to dive from thirty feet without teaching them to swim in the first place. The students needed a new curriculum based on the insights of proficiency-oriented instruction. Ideally, the students needed materials that were relevant to them, were useful for immediate, personally meaningful communication, and that progressed step-by-step according to the natural order of acquisition. In order to advance, students do need input above their current level of comprehensible input, but only one step above their level, not several steps as the older *Deutsch Aktuell* book frequently presented (there is a new, substantially rewritten edition based on proficiency principles, but we do not have that edition, nor do we have the *Komm mit!* series which is also more appropriate).

In my first months, the foreign language teachers in the Reynolds District had not yet chosen a specific CIM Benchmark or otherwise discussed systems of assessment for any district standard. I knew that the new Oregon standards would be phased in eventually, although the actual date of implementation was not clear due to its having been postponed several times in prior years. Regardless of whether or not there would be an Oregon CIM in foreign languages, I knew it was my job to create a new curriculum that would better meet the needs of the students. Fortunately, the Oregon CIM Benchmarks are also tied directly to the same philosophy and underlying research (e.g., proficiency-oriented instruction, ACTFL scale) as my training. I knew if I went ahead with developing new curriculum according to my training, it would be on track with the new CIM standards when they were finally realized. I had no idea initially that this effort to develop new materials for my daily use in the classroom would result in a four-year project which would become the basis of my professional development plans with the

district, the basis of this action research report and ultimately make a significant contribution toward the development of a foreign language CIM in the Reynolds District.

Professional Development Plans

Early in my first year I met with my mentor, Gaynelle Nielsen, a French and Japanese teacher, to brainstorm ideas for a professional development plan. Each teacher in the Reynolds District is required to formulate a plan for professional development according to a detailed list of district performance standards. The plans vary in scope and may be one or more years in length. They may entail attending workshops, taking additional college courses, conducting research, developing materials, or developing a complex instructional unit or project, etc. Gaynelle and I recognized readily that my work to create a new curriculum would make an ideal focus for a professional development plan. I established a plan with this goal: "Formalize and implement an assessment plan for meeting the CIM standard in German." The District performance standards the plan addressed were as follows:

- 1.a. Plans and organizes class work carefully and efficiently to maximize learning opportunities.
- 1.c. Adapts methods to meet the individual learning needs of students.
- 1.e. Uses available support services to assist students in meeting expected outcomes.
- 1.g. Provides feedback to students in a constructive and timely manner.
- 2.a. Communicates student growth and needs to parents in an effective and timely manner.

With these standards in mind, I originally planned to have the entire first-year curriculum rewritten within the first year. That task proved to be much larger than I had anticipated. I found it necessary to extend the professional development plan each year

for three years in order to allow enough time to complete the majority of that task. At that point I wrote a detailed self-assessment describing the progress to date in developing the new materials and how I had progressed in regard to each of the performance standards above (see attached documents).

It is important to note that I was not only developing curricular materials, I was also trying them out in the classroom. My prior teaching experience with adults at the university level did not necessarily apply to working with adolescents in a public high school. I needed to learn how students would respond to various combinations of materials and activities, including how much material they could master in a given period of time, which items out of a unit they would retain (generally the more relevant and interesting items), and how much practice was necessary to lead to mastery. I also developed a finer sense of the different ways students approached the tasks I gave them based on their individual personalities, learning styles, etc. I could not assume my students were prepared or motivated to learn, which was a given at the university level (although certainly not always true). I needed to learn how to present the material in a style that was appealing to teenagers, that would help motivate them to participate, seem "cool" or intriguing enough to be interesting. I had to keep it low-stress (lowering the affective filter which inhibits language acquisition) while also maintaining enough control so that classroom management did not get out of hand. This is a delicate enough tightrope to walk with adults, it is even more challenging with high school students. Within the first few days of my first year, seeing the obvious differences in my new students, I essentially threw out what I had learned about teaching adults and started over again from scratch to learn how to teach teenagers, while retaining the underlying

philosophy of what it meant to teach and acquire language (proficiency principles). Thus, much more work took place than simply the creation of a German phrase list.

After three years, with the first-year curriculum essentially complete, my professional development focus turned to formalizing the assessment aspect of this work while allowing for ongoing revision of the curriculum materials. Over the past year, my fourth, I developed materials for documenting progress toward a CIM, communicating the new standard to students and their families, and created a detailed series of writing and speaking assessments. I also substantially revised the curriculum materials yet again. For a detailed self-reflection after the fourth year, see the attached documents.

Establishing the Reynolds CIM

At the outset it is worth noting that not all teachers in the state of Oregon have warmly embraced the idea of a Certificate of Initial Mastery. Some have been reluctant to take on the additional work of documenting student progress, the added responsibility of ensuring each student has every reasonable opportunity to prepare for and pass a required test, and certainly many have been fearful of failure: they are afraid their students will not measure up. The fact that the standards and tests themselves changed numerous times, that districts did not always know what was expected of them, that teachers were not always clear what their responsibilities were, did not make the situation easier for anyone. Students also have felt pressure to perform while not being sure of exactly what they were supposed to be able to do or how it would be measured, or whether the way in which they prepared would help them pass a new test they had never taken before. Teachers also found the forced limitation of subject matter a source of

personal and professional conflict. Step by step districts worked through the often messy, always expensive and frequently irritating process of implementing the new state standards. They got through it by keeping their focus on the work to be done, their own sense of professionalism, and emphasizing teamwork. Patience on the part of administrators certainly helped as teachers found themselves struggling with new ideas, new methods and new outcomes. There are in some cases striking differences between traditional course content and instructional methodology and the content and activities suggested by the new standards. The Oregon CIM has been nothing less than a revolution in education, one which, for all its attendant difficulties of implementation, is recognized nationally as an outstanding example of educational planning.

The process of developing a CIM for foreign languages in the Reynolds District has been no less a challenge. For a decade before I arrived at Reynolds High School the situation was much as I just described. In particular, one staff member warmly embraced the new emphasis on proficiency-oriented instruction and assessment and all others were at the very least reluctant, if not outright opposed, for a variety of reasons. The supportive staff member, who also served as my mentor, Gaynelle Nielsen, had tried numerous times without success to inspire others to get on board. She had already done an enormous amount of work to develop a proficiency-oriented curriculum and assessment program for Japanese including video-taped oral interviews and expansive portfolios of student work. She welcomed me to the staff knowing that I was also fully supportive of the new standards and the type of instructional practice they implied. When I began work on my new curriculum materials, I was also teaching two sections of Spanish I. This required me to meet with other Spanish I teachers and collaborate to

some extent in regard to testing to maintain a common vision so that students would arrive in Spanish II with similar degrees of preparation. Through those meetings and other department meetings I found the same general resistance that Gaynelle had been dealing with for a number of years. There had, however, been significant turnover and most of the old-school staff had retired. Although resistant to change and the added workload of implementing it, I found that most others were receptive, only one appeared truly unconvinced, yet regardless I would need to follow my own course and develop the German program without expecting a similar effort in the Spanish and French programs. To do otherwise was to incite substantial interpersonal conflict. The status quo was not yet ready to change.

I set to work over the first semester creating new materials and learning to work well with the students. The gnawing uncertainty at this time was that I was preparing materials for a hypothetical new standard without knowing exactly what that standard would be. I had copies of the Oregon Benchmarks for a foreign language CIM, but they are extremely vague. Benchmark I for speaking asks students to “[u]se memorized words and everyday expressions and identify familiar objects” while Benchmark II, the next step in progress, asks students to “[u]se simple memorized phrases, sentences and questions on a limited range of topics”. That was all I had to go on, and no clear sense of which Benchmark of five possible Benchmarks would constitute the CIM. I was comforted in knowing that whatever the standard, it would be similar to the materials I was creating. As Gaynelle put it, “Just look into any standard textbook and see the kinds of topics they cover and be sure to cover the bases: school, home, family, food, etc.”

The challenge was to cover these things in a new way which focused on developing proficiency, not grammar knowledge and rote memorization of vocabulary.

Finally, half-way through my first year, the foreign languages faculty met to determine a CIM standard. My pressing and Gaynelle's support helped get this item on the agenda, even though the conversation was held in the context that we were determining a level for a standard that might never officially exist. In spite of the reluctance, we were able to make a decision. We chose to use not the vague Oregon CIM Benchmarks, but the PASS Benchmarks. The PASS standards meet or exceed the CIM standards. It seemed unreasonable to ask our students to meet a high school standard and then still be held accountable to yet another standard to get into college. We felt we should aim exclusively for the end target: college admission for those who seek it. We chose PASS Benchmark II, which corresponds to novice-mid on the ACTFL scale, as appropriate because we could reasonably expect most students to achieve this by the end of two years of study. Those who could not would have the opportunity to study a third year to help them meet the standard. Those incapable of meeting the standard, such as those with significant learning disabilities, would not be held to it. Such students receive a modified diploma and are likewise not held to the CIM standards in other subject areas.

At last, half-way through my first year, I had a concrete standard to work toward. The PASS Benchmarks provide the detail the Oregon CIM Benchmarks lack. The PASS materials list content areas (topics) such as self, calendar/time, classroom, family, seasons/weather, and pets/animals. They list functions (communicative tasks) such as "make and respond to basic greetings and introductions", "use a few basic everyday words and expressions", "identify and list words in context", and "give address and

telephone number”. While some of the functions are content specific (give address and telephone number), some seemed vague on the surface. I knew that students would need to use some basic words and expressions, but not which words and expressions.

However, by referring to the content areas, I could easily deduce that everyday words and expressions related to family might include “Who’s that?” and “That’s my brother”.

The PASS Benchmarks also specify text type. This refers to the length of discourse, ranging from word-level (Novice on the ACTFL scale) to sentence level (Intermediate) to paragraph-level and beyond (Advanced, Superior). Length of discourse is one clear determinative factor in establishing a student’s level of proficiency. A novice-level student engaging in a real-world conversation in the target language (German) may occasionally throw out a complete sentence or question, but it will be strictly memorized material, not an original utterance. Most responses will be limited to one or two words, mere phrases, again using memorized words, not speaking with the degree of familiarity with those words that are akin to true ownership of them. This is still a foreign language for the novice speaker, not yet a language that he/she can claim as his/her own. By Benchmark II, our CIM level and Novice-Mid on the ACTFL scale, students will have progressed to using more memorized sentences and questions, but still many one-word answers. Any original composing will be formulaic. For example, substituting “I like to dance” for “I like to run”. They are not yet ready to compose original sentence-length utterances such as “I like to dance because I like to feel the rhythm of the music. How about you?”

With the PASS Benchmarks, the content of typical textbooks, and frequent re-readings of the descriptions of proficiency on the ACTFL scale, I felt ready to get to

work in earnest on the new curriculum. I also felt that I had a solid sense of what the new materials I was working on needed to resemble when they were complete: I could see the finished product in my mind, how it would be used in the classroom, and the type of language the students would be able to create based on it.

The materials progressed but not as quickly as I hoped. At the end of the first year I was not even close to completion so I extended this work into the second year and again into the third, each time with patient support but also growing pressure from my administrator, Assistant Principal Curt Anderson, to get it done. This was reasonable considering there was more work to follow: after developing the curriculum materials I still needed to develop the assessment program and also greatly expand the prepared activities, worksheets, etc., to use in the classroom. Still, there was a satisfying sense that the materials I was creating were proven: I was trying them out and improving them as I went. It was slow going but I believed that the end product would be quality work.

Eventually, as the third year drew to a close (see attached documents for a self-evaluation at the conclusion of the first three years), I had an essentially complete first-year curriculum that corresponded to the CIM standard we had chosen for the Reynolds District. I knew the materials would continue to be revised for the next several years, but enough had been achieved with them that it was appropriate to shift gears. The next step was to address assessment, which became the focus of my new professional development plan for year four (see attached documents for Professional Development Proposal). My goal for this plan was to “[f]ormalize and implement an assessment plan for meeting the CIM standard in German.” This meant defining the standard that would mark completion of the CIM, including specifically which tests, work samples, and other materials would

be required for a portfolio. It also meant developing a system to record progress toward the standard with a provision for noting any lack of progress and how it was addressed. We would have a legal responsibility to ensure every reasonable opportunity for students to achieve the standard. It would be our obligation to provide supplemental assistance or guidance where needed: we could not allow ourselves to overlook any student's progress or let any student slip by unnoticed toward failure.

This work was to result in a set of tangible products or evidence that the work had been achieved: a brochure explaining the CIM standard in German (what it is and how to meet it), a checklist for noting progress toward the standard, actual CIM tests with scoring rubrics and testing protocols, forms to evaluate portfolio contents and to record any other notes regarding student progress, and, finally, a certificate recognizing successful completion of the CIM standard. The process of accumulating yearly statistics was also to begin, documenting how many students attempted/met/did not meet the CIM standard. There was also the question of whether audio and/or video recordings of the oral CIM test would be made and/or kept and how. Additionally, the intended contents of student portfolios needed to be clearly defined.

Some of the work was completed, some of it could not be completed within one year if others in the department were to be included; it was obviously of great importance at this point that they would be. I did produce the brochure and a checklist for noting progress and any problems, as well as a detailed list of portfolio contents. The portfolio contents were developed through several very productive brainstorming sessions with Jeff Cleys, a Spanish teacher in our department. In particular, he added the component of evidence of use of the language outside the classroom, which is an

important feature of the portfolio. The collaboration was productive and improved the quality of the portfolio requirements beyond what they would have been had I developed them myself without such input. I copied and circulated the materials I created within the department for feedback and approval. Although there is still opportunity for others to make recommendations, the first response has been positive and the materials have been largely accepted as is. I did make changes to the form for noting student progress based on conversations with Gaynelle to make it clearer and more flexible for different styles of individual teachers. See the attached documents for these completed products.

In the course of the year I attended a workshop sponsored by the Multnomah ESD. The workshop was conducted by a leading proponent of the new CIM, a former teacher who now consults full-time. The workshop focused on the oral assessment, informing teachers who might not be as familiar with the ACTFL scale how to interpret and recognize the level of proficiency that a district might set as its CIM standard, and providing many examples of and materials for eliciting spoken samples to use in assessment. I attended the workshop primarily to see where other teachers in the Portland metropolitan area are in their progress toward developing a CIM for their schools. I knew that Gaynelle already had a program in place that would readily meet the standard for Japanese, that my program was coming along for German, that our school's French and Spanish programs had not yet really begun work other than our collaboration on defining a standard, and yet I did not know about other schools and other teachers. At the workshop I found that many others are essentially where I am, working toward a standard and developing a program. I am neither way out front nor behind. My understanding is at least as great as that I commonly saw around me, and in fact due to

my extensive training I am fully qualified to undertake the work and am without doubt on track and in compliance with the standards and intentions of the Oregon CIM. This validation was very encouraging.

In the Spring our department discussed piecing together listening and reading test questions from the test materials that accompany our various textbook series. These textbooks in French and Spanish are proficiency-oriented and appropriate in helping students meet the new standard. However, we needed to define more narrowly a common expectation regarding active skills. I created a detailed set of possible test questions for the CIM speaking and writing tests. These are original items based solely on the PASS standards themselves, informed by the experience of instructional practice and drawing on the ACTFL scale. I presented these test items for feedback; although input is still invited, they were accepted as is and regarded by the others in the department as appropriate examples of test questions for the speaking and writing tests. I will need to create additional CIM reading and listening tests for German as I do not have an appropriate textbook series to draw questions from. The unit tests I am already giving serve as an indication of what those tests will be like when I create them in the coming year (see attached documents).

What remains to be done regarding formalizing our assessment plan is to revise the brochure for communicating the new standard to students and their families, review and discuss again the materials already created for any additional input then define the precise requirements for the CIM in terms of which tests and passing scores (a "pass" on three out of four tests, or a "pass" in all skill areas, etc.) and formally adopt the list of portfolio contents. These are steps for which we have not yet had adequate staff

preparation time. We used available time during the Spring but recognized that we would need to finish up prior to the new school year when teachers return in late August. We all agreed that we want to start the new year with a definite standard clearly defined so that we all know from the first day of school precisely what end point we are working toward. Over the course of the year we will contribute to a test bank for each language so that we have a variety of test parts that we can combine to make unique tests each time we give them. This allows each of us to contribute and all of us to review additions to the test bank. At issue are primarily French and Spanish since they each are taught by multiple teachers. I am the only German teacher and Gaynelle is the only Japanese teacher. In our case we will share samples of our tests, etc., with the others so that we can all see that we are on the same page.

We have not yet discussed details of any culture-specific assessments. The implication has always been that cultural knowledge cannot be separated from linguistic knowledge, that the two are inherently linked, and that students demonstrate their cultural knowledge through appropriate use of the language (e.g., degrees of formality, gestures or facial expressions to accompany specific statements). We will consider this topic when we meet again in late August, in particular whether the cultural components of the existing portfolio requirements are adequate in addition to the demonstration of cultural knowledge through appropriate language use.

Our progress in the assessment of the four skill areas is at a suitable point given the time our department has had in common to discuss and work on this. This work together as a department, occurring during our infrequently available staff preparation time on late start days plus inservice days, has marked an important shift. Over the

course of my fourth year, with the deadline for implementation of the CIM still on the books as a legal requirement, and my work with the German program making significant progress, the rest of the department could no longer justify not taking action. One by one the others bought in to the idea of getting to work as a department on the issue of exactly how we were going to test for CIM.

The one holdout was reluctant until the last and I am convinced would have allowed us to drag our feet until the day they told us to give the test. Ultimately, in spite of having been certified to give the PASS tests and having attended numerous workshops and learned more or less all one needs to know about the topic, he does not personally buy in to the idea of proficiency-oriented instruction. His case is important because he is not the only teacher across the country who still prefers a more traditional view. In particular in German there has been a great resistance to change, although the falling enrollments the profession faces today have caused many German teachers to take significant steps to find new ways to make their subject more appealing to students. In the end, I think it came down to a question of failure: would he be able to succeed. In our conversations as a department I tried to offer encouragement, to stress that the whole idea of the proficiency approach is that we are basing it on what human beings can do normally with the language after so many contact hours. It is not really dependent on exactly what any given teacher does, or what any given book contains, although students do need to receive specific input for them to handle the specific tasks spelled out in the PASS standards. A variety of methods can be used and still students should be able to meet the proficiency standards. He finally caved in when every other member of the department was clearly willing to proceed with the new standards. For more insight on

the role of this action research in shaping the progress our department has made, see the attached self-evaluation from May 10, 2002.

I anticipate that the essential work regarding assessment will be completed within the next year, my fifth, and that our department will in fact be able to administer the first series of tests in all four languages, probably giving one round of tests at the end of the first semester for second-year students who were freshmen last year (the first who will be required to meet the standard) and then another round at the end of the year for advanced students in the first year who may already be ready to take the tests. The rest would take them the following year at the end of the first semester. With this work complete, I will then be able to shift focus to other areas for my next development plan.

In conclusion, it is important to note in regard to the history of this work a conversation I had this Spring with Principal Steve Olczak. I asked his opinion on whether the new standards would be in fact required according to the current timetable or whether he felt they would be postponed yet again. He felt they would be postponed (my current administrator, Assistant Principal Dan Baker, feels they will remain in place). When I asked Steve about whether we might go ahead with our new CIM and be the first high school in the state to implement one in foreign languages, he indicated he was not eager to put our school out at the forefront: our district had previously been the first to require the CIM for graduation, a requirement we subsequently had to drop. As such, we are not eager to be first again. I understood this and understood from our conversation that at this point we would need to call our new standard the "Reynolds District Standard in Foreign Languages" or the like, and not yet use the phrase "CIM". However, the new standard we will begin to implement in the 2002-2003 year, including conducting formal

assessment, is the same standard we will use when one day we officially call it a CIM. Finally, I explored the process of formal adoption by our district and learned that, when the time comes to make our new CIM official, it will likely occur by having a curriculum expert at the district office present our work to the School Board at a regular meeting for their review and approval. This will likely occur closer to or immediately before the 2004-2005 school year when the state requirement takes effect.

Crafting the Curriculum

The actual number of units envisioned for the new German curriculum has varied from as few as six to as many as twelve or even seventeen, the difference being purely organizational: fewer longer units vs. more shorter units, but the same content in either case, drawn from the content areas specified in PASS Benchmarks I and II. The current number stands at ten. There are five units for the first semester, corresponding to Benchmark I, and five units for the second semester, corresponding to Benchmark II. This organizational pattern developed out of trial and error. I found that students did better when they could spend a few weeks in a unit to practice the material extensively before moving on. If I went too quickly they would not achieve the level of mastery I was aiming for and then they would lose their prior learning when trying to balance it with the new material.

There is a benefit to providing many short steps, particularly for at-risk students or those with certain learning difficulties. The solution to accommodate these learners was to break each unit down into a few short steps, so that the day-to-day work was built out of many short steps with a clear focus and outcome to each, but that a few steps

together would be linked by topic and constitute a unit. Unit 4, The Classroom, serves as a good example. There are four functions or communicative tasks in this unit: 1) locating specific objects; 2) identifying objects; 3) describing objects; 4) identifying a quantity. As for all units, any given item can take one to three or four class sessions to master. Practice can overlap in that once we have practiced an item extensively, we can continue to reinforce that learning through review on subsequent days even though we have moved on to another item. However, we do not move on until almost everyone, and hopefully everyone, has made substantial progress with the current item. There is seemingly endless repetition or review, something I inform students about from the very first day of class. The trick is for us to work together, help each other, and keep a sense of humor no matter how many times we find ourselves repeating the same material. Repetition is the key to long-term mastery and is unavoidable. To break the monotony I vary the activities as much as possible, although there are limits to how many ways we can reasonably practice a given item. I am very creative but there are also limits to how much creativity I may have to draw upon at any given point in the year. One senior with an interest in music who has since graduated commented she learned from me (not her music teacher!) that practice makes perfect (“Übung macht den Meister”).

The basis of selection for items in each unit was very practical. I wanted to provide phrases that:

1. students can use immediately (“How are you?” for the first day instead of “Could you tell me the serial number on that new diesel engine?”);
2. are structured where possible to allow substitution (“How are you?” can be followed by “I’m great”, “I’m terrific”, “I’m not doing so well”, etc.);
3. are formulaic: i.e., of high frequency and standard form in actual discourse (it is unlikely anyone would say “I’m extremely disconcerted today”; people ask “What’s your name?” instead of “By what name do people call you?”);

4. can be structured in such a way as to limit the grammar involved (e.g., present tense only for novice speakers if the intention is their using the materials themselves in actual conversation).

An additional consideration was extent of detail. In response to "How are you?" should I provide five utterances, ten utterances, or twenty? In various versions of the introductory or first unit I gave five to a dozen responses to see what students would remember. They easily master five or six the first time around in first year, so I have reduced the number appropriately. I occasionally found myself offering first versions of some units with excessive amounts of vocabulary. Asking students to name sixty household objects including toasters and curling irons exceeds any reasonable expectation for the first time students encounter the topic area. I have shortened many units to make them more practical.

The handling of grammar was critically important. A traditional textbook will structure its units thematically around various topics but driving every unit is ultimately a grammatical syllabus: chapter one will introduce noun genders and the present tense, subsequent chapters will expand verbs to include irregular or stem-changing verbs, the direct object (accusative case) will be introduced, pronouns will be listed in both subject and direct object forms, etc. The themes of the units, the topics or vocabulary, and even the communicative functions are ultimately tied to grammar and the grammar invariably exceeds what a student can do at the Novice-Low to Novice-Mid level, which is as far as a student will progress in the course of one year at the high school level. The past tense, often introduced at the end of the first year, is a feature more typical of Advanced speakers with substantially more experience than a first-year learner.

I knew I had to reduce the amount of grammar and shift the emphasis from grammar to communication. I had to think instead of real-life situations and the things people might need to express that would be very common. Only then could I consider adding a certain grammaticality to the course materials, greatly limited and introduced through examples rather than direct instruction. I did not want students to have to study the present tense outright in a grammar lesson but to learn it through examples that they practiced repeatedly until they seemed like second nature. There would be time in future years of study to begin a detailed study of the grammar. Grammar is necessary for developing what Krashen calls the “monitor function”, the ability to pause and reflect on what we are saying and choose a particular pattern because of our knowledge of the structure of the language. This knowledge enables us to proofread our writing. However, we do not speak based on that knowledge, we only monitor our use of language from time to time. If we are too focused on the grammar and correctness, we will be inhibited from speaking and many people simply do not produce much language if they learn it in a course that places an emphasis on grammar. For my purposes, grammar needed to be embedded and subtle, yet present in a way that built step-by-step and covered a variety of forms and patterns that were appropriate for Novice-Low and Novice-Mid learners. In essence, the grammar without the grammar.

To aid me in achieving this I made regular use of patterned responses. Interchangeable parts allow for some minor grammar manipulation without the need to grasp the whole system at work or memorize rules. Students do need to be aware there are three words for “the” corresponding to gender (masculine, feminine, neuter), and a fourth word for “the” for any noun in the plural. In future years of study they can learn

the remaining words for “the” (there are sixteen in all in German, varying by gender, number and case). I crafted the classroom unit to introduce the concept of gender within the context of discussing items in the classroom by having students ask “Where is the pencil?” Embedded in this question is the underlying pattern of asking a question with a question-word (interrogative adverb), the vocabulary of “pencil”, and an irregular verb. There is also gender: “Wo ist *der* Bleistift?” can also be used to form “Wo ist *der* Kuli?” (the pen), but it must be altered somewhat to ask about a map (“Wo ist *die* Landkarte?”). Thus, grammar is present, systematically presented, but not made the overt focus and certainly not the determinative factor driving a unit or its assessment. The critical outcome is whether students can locate a pencil. Units are driven first and foremost by functions. The classroom unit features the function “ask/answer concerning where things are located”, not the grammar orientation of “use gender appropriately in some question or the other” or “master all forms in the present tense of the irregular verb “sein” (to be).

Unfortunately, I have not yet developed every communicative task to be both truly real-world and high frequency. There is a degree of artificiality. I am asking students to ask about the location using a definite article, not a possessive adjective. There is a distinctive difference if your first exposure to this topic area has you asking “Where is the book?” rather than “Where is my book?” The latter is certainly better. It is more personal, and more likely. However, the sequence of grammar in the patterns is important. There is a distinct advantage to introduce one grammatical concept before another in the interest of clarity. Students definitely develop a clearer understanding of the underlying grammar on their own if the material they are presented makes some sort of logical sense and then is built upon to expand on that to other details. I experimented

in the belief that maybe this does not matter and presented some units out of logical sequence structurally, but as items for practice and memorization (at the Novice level, all material is essentially memorized material, produced from practice, not the result of already-internalized knowledge used to construct original sentences). The students were consistently less clear on what the patterns should be and made noticeably more errors in selecting grammatical forms as needed to complete formulaic utterances. Clearly, even though grammar should not be the driving element, it must be present and presented in a logical sequence. In the case of “the” vs. “my”, knowing distinct genders is important first through “the”, which differs in all forms. It is then easier to understand that two forms of “the” use one form of “my” (masculine “der” and neuter “das” both correspond to “mein”, feminine “die” corresponds to “meine”). To learn this first through “mein” for two-thirds of the vocabulary list and “meine” for the other third, then later have to re-learn two-thirds of the vocabulary list to distinguish between those “mein” nouns which use “der” and those which use “das”, creates a sense of extra and unnecessary work. Students will ask, “Why didn’t you just say so in the first place?”

A solution to solving the artificiality where it continues to be present in the curriculum is to look for subtle shifts in the patterns, perhaps introducing the definite article earlier, with the animals in the introductory unit. That could be expanded beyond the simple list currently used to introduce the vocabulary for animals and allow spelling practice. It could become a brief exchange: “Was ist das?” (“What’s that?”), “Das ist der Hase” (“That’s the rabbit”). However, even that is not natural. We are more likely to say “That’s a rabbit” which entails the same problem as “mein” vs. “meine” (“ein” vs.

“eine”). I have no doubt over time I will manage to solve these remaining fine points, polishing the curriculum.

Even with the concept of gender already in place, there is still a need to introduce the new vocabulary in a way that clearly identifies the gender of the nouns first. I believe it is important that students get exposure to the properties of the noun when the noun is first presented, rather than just learning “Buch” is “book”. You cannot use “Buch” in a sentence in German without knowing the gender. To introduce “Buch” with ambiguous “ein” (“a”) instead of gender-specific “das” (“the”) is to fail to fully link the noun with its appropriate gender. I still need to use a pattern that includes “the” instead of “my”, although I can continue to search for a “the”-pattern that seems more natural than “Where is the pencil?”, which does not sound unnatural but is simply less likely than “Where is my pencil?”.

Another important aspect of the curriculum design was understanding what the students were supposed to do with it. For each minor subsection there had to be a clear vision of how it would be used in the classroom. I had to know that I could readily create several appropriate activities for the materials, using them as sequenced and presented in the text I was creating. The activities could include discussion or presentation, although only on a limited basis. The activities needed to emphasize student practice and production.

For Unit 4 on the classroom, I imagined asking students in English prior to starting the lesson for a few of the classroom objects. If they furnished a few themselves there would be a stronger connection between the class and the props. I would set the props on a table at the front of the room, pick them up one by one and name them: “der

Bleistift" (the pencil)... "der Kuli" (the pen), etc. The students would naturally start repeating the words without any prompt from me. As they became familiar with the words, I would then start picking them up in a slightly random order to see if they could remember. Once the class overall had more or less gotten the words down as words, I would begin putting the words into the phrase patterns that accompany them. This begins with "Wo ist...?" ("Where is...?"). At first they would not know how to answer, they would only repeat the question after me and look for help. It would only take one example to encourage them on: "Der Bleistift ist *hier*" ("The pencil is *here*"). Soon they would all be able to answer me without much difficulty. They would learn intuitively that by listening to my question, they would already have the vocabulary item and the correct word for "the". They would only need to turn the question around, add "here", and throw it back at me.

I have used this approach in introducing this unit several times and it works wonderfully. Students are repeating on their own out of interest, intrigued by the new language they are encountering, satisfied that by paying attention and making a reasonable effort they can in fact pick up the new words and learn to answer the teacher's questions. It is actually not difficult at all. We progress from this to substituting the pronouns, which I again model for them: "Wo ist der Bleistift? *Er* ist hier" ("Where is the pencil? *It* is here"). I never say the English, only the German, yet they understand clearly what I mean through the gestures, placement of objects, and even similarity to English. At all times for every item on every page of the curriculum, I had to be able to envision such activities, how the material could be presented and how students would use it in interactions with each other. I had to hear in my mind the language that students

might actually produce during and as a result of each section. I had to see directly the link between the material I was putting on the page and the way that material was likely to be seen, interpreted and used by students.

Finally, in crafting the curriculum, I paid close attention to the variety of feedback I received from students. It is difficult at times to take every comment seriously. High school students will frequently whine and complain, which is why many teachers make “Don’t whine!” a classroom rule and even post it as a sign on the wall. Nonetheless, I have learned to trust my students. Even when it sounds like they are just whining, they may be giving me a clue that is extremely important. One second-year student who transferred to our district from another and had taken one previous year of German, told me when we learning to recognize numbers in the hundreds of thousands that her teacher only made her learn to count to one hundred. German numbers are especially easy, but I had to reflect long and hard about whether I was once again asking too much. I have since decided on not exceeding one hundred the first year, although I still believe introducing the higher numbers is appropriate for the second year, but testing them would not be. Mastering them and learning the words for “million” and “billion” is clearly a task for the third year. As they do figure in news articles, statistics, and cultural materials they cannot be avoided altogether.

Another first-year student simply said “this is hard”, but she said it with such seriousness that I had to take a hard look at what I was asking students to do. This was one of many clues that led to the discussions with Jeff Cleys and my realization that, in spite of trying to stick to the ACTFL scale, I was routinely asking too much of my students, something my language teachers had also always done of me (see next section).

In soliciting student input I sometimes asked the class, after a unit, to go through it with me and tell me if we had it to do over, what words or phrases we might have dropped. They were very happy to tell me, and also to insist on what should remain, and to give suggestions for other phrases they wished they had learned. Their input has been invaluable as I continue to revise the curriculum.

The Impact of Assessment

I revise the curriculum every year and always, since its inception, with an eye to the outcomes. The content, functions and accuracy are always in mind. I imagine what a student will actually be able to do with the material, what is reasonable to expect, how I can tell a student has succeeded. However, this year my emphasis has been primarily on the assessment plan, not the curriculum. Thus, in my annual reworking of the curriculum I was able to revise it with very specific and detailed issues of assessment in mind.

Through a number of conversations with another colleague, Jeff Cleys, who teaches Spanish, I worked through a number of concerns I had concerning interpreting the standards and the ACTFL scale. I came to understand that even though I thought I was teaching and assessing at an appropriate level in relation to the standards, the difficulty of the material and my expectations for student success were still rooted in traditional thinking: I was still making things too challenging for the students. It is hard to change beliefs that lie at the very core of your understanding. Those beliefs for me were shaped when I was a student. The instruction I received as a first-time learner was based on the audio-lingual method of the 1960's (we had old books!) but still carried a heavy traditionalist component of grammar, rote memorization and emphasis on

perfection: getting the right answer. In spite of my training and buy-in, my trying to teach based on proficiency principles, I was still carrying on these traditions. I saw that I was asking too much of my students. I was carrying on a set of beliefs about student learning that did not match the reality of how my students acquire language. My practice was skewed by the expectations of traditional, grammar-driven, perfectionist instruction.

There is a gnawing sense when one drops the formal grammar and vocabulary study in lower-level classes that one is not giving students what they should receive, what was once the norm in foreign language pedagogy. However, the difference between the movement toward proficiency and every other methodology which has swept through the foreign language profession for the past hundred years is that for the first time the ideas are based on the empirical evidence of scientific study. Rather than a theorist creating a methodology built purely on observations, assumptions or beliefs, proficiency-oriented instruction and assessment are tied to what linguists have learned about how people actually do acquire language: morpheme-order studies gave us an awareness of the natural order of acquisition, large-scale study of Peace Corps volunteers monitored their progress in acquiring languages to which they had absolutely no prior exposure. There is still theory or opinion at work, but the newer ideas come much closer than ever before to matching reality. Still, it is hard to overcome the self-doubt, to carry on with a simplified program that does not include all the traditional features that at one time were found in every German textbook in the nation.

I ought not to see the simplification, the revising downward of my expectations, as a “dumbing down of the curriculum” or lowering of my expectations because today’s students are not as bright or serious about learning, which is how such a move is often

perceived. Rather, I ought to see this process as working to better understand exactly what a Novice-level speaker of the language can do, and more importantly what he/she cannot do.

The result of this new insight was the revision of a few units, particularly concerning family members. I simplified my expectations, primarily for production (what students say or write). I created new tests for these units (see attached documents). Students did well on the tests and appeared to feel much more relaxed after taking them. It was not that the tests were easy, but that the tests were geared more closely to what the students should reasonably be expected to do for the test. For example, beginning students are at the Novice-Low level on the ACTFL scale. According to the scale, they have "no functional writing ability". I should not be asking them to write a postcard to tell me about their family members! I should ask them to list six members of their family ("mother", "father", etc.). Novice-Low learners are still at the word level, not yet the sentence level. Any complete sentences or questions on a writing test should be demonstrating what they have learned, not acquired (basically, showing they studied and memorized, rather than using the material for meaningful communication). I could give a dictation and ask them to write the whole questions and sentences, but not ask them to use them to write a postcard if the test were truly geared to a Novice-Low learner.

The tests were actually satisfying for the students because they felt they had played the game, done what they were asked to do, and finally here was a test that let them show that they had done that, instead of asking them to do yet more and then punishing them with low marks because they were not able to reach a standard that was above them. The number of high marks in the class was a cause for celebration.

I remembered in my German graduate program that we gave tests which were incredibly difficult, where the best score in the class might be 40%. We had to curve grades based on that. The philosophy with that testing system was to provide tests that reach above the expected level to assess higher functioning students as well. This may be more appropriate in a college setting where there are more students with significant prior knowledge who may take a lower class for an easy credit, but I do not consider it appropriate for high school where virtually all German students have no prior learning. Also, such tests are enormously frustrating for students. When an "A" student earns only 40% that student will feel like a failure, which is not the case. Tests must be largely matched to the level you are testing. Some allowance for lower-end or higher-end students is reasonable, but it should not be excessive. The test must match what you are asking the students to achieve (learn or acquire) in the time they have to do so. Successful scores should look like successful scores or the test will be demoralizing.

The effect of this better understanding was the realization that even though I had been through all the courses, bought into and happily applied the new ideas of proficiency for a number of years, I was finally grasping it on an even deeper level. What I had learned and practiced was finally becoming real, being integrated into my core understanding of what it means to learn a foreign language. I was finally overcoming the traditional notions to which I was exposed when I first learned a foreign language. The positive results in terms of student success and attitude were noticeable.

Conclusion

The development of a new curriculum and assessment program geared to a new CIM standard in German remains an ongoing project. It is certainly not complete in the sense of having arrived at a final, polished form. However, all the basic pieces are in place. I have units for all topics and functions outlined in the PASS Benchmarks, with the one exception of "Places", which I will be adding shortly as a section within Unit 7, Hobbies and Activities, rather than treating it as a separate unit. It will include a short selection of phrases such as "Wohin gehst du?" ("Where are you going") and "Ich gehe nach Hause" ("I'm going home"). I currently have unit tests in at least two skill areas for all units and a CIM test bank already started with speaking and writing tests for every unit. The remaining work fits entirely within the existing framework. I simply need to add more tests, revise the curriculum again and again until it is truly finished, and continue reexamining and revising all tests in light of the ACTFL scale and realistic expectations for student performance. In short, all the groundwork is truly in place for a new German program geared to meet new CIM standards.

Ongoing questions include the actual CIM deadline, whether it will be changed by the state or maintained in its current form, a detailed description of the CIM testing protocol that our department will use (we will discuss this when we return in late August) and clear standards for passing the tests. We have already shared a couple of versions of various assessment rubrics in our meetings but will need to formally adopt one for tests in each skill area.

We will not call our new standard a "CIM" when we start giving the tests for it. We will need to choose another name, such as the "Reynolds District Proficiency

Standard in German”, etc. We will explain to students and their families that this is the ground work leading up to the CIM which will eventually be required and that the work we are doing now is identical to what would constitute a CIM in the future, allowing us time to revise and perfect our program before it becomes an official component of the state CIM. We will communicate this through a brochure we send home with each student and our discussions of this topic in class.

As I reflect back on the project, I am amazed at the scope of it. It may not seem like much when one looks at a booklet with German phrases organized by topics, but the work behind the materials has been demanding and time-consuming. Keeping content, function and accuracy in mind for each topic and understanding how the knowledge students gain builds over time has stretched my analytical abilities to their limit. There are simply so many details that to organize them and make use of them in a practical way has been a daunting task. However, I patiently mapped out and developed layer upon layer, the sum of the work building to its present form and eventually to a final, polished version.

I wish that the phrases were already polished and perfected as I know they can and will be. However, I know that building this curriculum from the ground up has taken time and I must accept that fact and not feel remorse that the work is not already finished. I have given a month of full-time work to this at home during two summers, several weeks this summer, plus evening and weekend hours throughout the year for several years as needed. It has been enough; any more would surely lead to burnout.

I still wrestle with the traditional grammar and vocabulary issues. I feel a gnawing sense that I am doing the students a disservice by not presenting the traditional

grammar starting right away in the first year, or requiring them to memorize long lists of nouns with their genders and plurals. However, I know that even though at one time every German textbook and teacher in the nation did these things, it is not what I must do. Today we have new ideas about how people acquire language based for the first time on scientific evidence. I must hold true to the course. I know other teachers are wrestling with this change as well. I made a significant step this past year with my better understanding of the limits of Novice-Low and Novice-Mid learners, particularly in the area of writing. I also saw the foolishness of traditional grammar tests in the second year class. I do talk briefly about grammar—when introducing the words for “the” in the classroom unit I do acknowledge that this is a grammatical feature and that it pertains to gender—but I do not make grammar the basis for learning the unit. The focus is always on the communication, learning more words and phrases, using what is learned in communicative situations.

I feel more content as time passes that the course I am following really does lead to meaningful learning, to a sense of satisfaction on the part of the students that they have accomplished something for their effort. I see the positive results of the changes I have made and know they are working. The program I am developing is geared to a more realistic sense of what students can actually do with the language based on the number of contact hours. The challenges I give them are appropriate to their level, and always I lead them on to new material, new patterns, new opportunities to express themselves. The level of new input I present to help them progress beyond their current level of comprehensible input more closely resembles the one step above their current level that it is supposed to according to theory (what Krashen calls *i+1*). It is amazing to see how

that the level of input which I had always believed was one step above was actually several steps above and inappropriate. I have no doubt this is an error made by many, many other teachers as well. It takes time to change the underlying assumptions we have, based on our own experiences years ago when we were the students. Surely progress is being made. At least I am no longer asking students to dive from thirty feet when I have not yet taught them to swim.

I am certain that the new materials lend themselves to an active style of learning, to a variety of activities, learning styles and personalities. The short topics within each unit allow for many short steps and help maintain a clear focus along the way. Overall, the language is authentic, the type of discourse one actually hears in the real world. My students seem to enjoy working with the materials. They like their informality, their tight focus. All material in the curriculum is intended for mastery learning, to result in active production. Students should be able to use the material, not just recognize it when they see it. They routinely achieve this at a level of accuracy appropriate to their level of experience.

Perhaps the final statement about the value of the work is that it is clearly leading to student success. Even students who are not particularly talented at learning a second language find they can succeed in my class if they attend regularly, pay attention and make a reasonable effort. The new methods and above all the new perspectives on what constitutes reasonable success are making a significant difference. This is not the same classroom I learned in many years ago. At that time, only a few succeeded, the rest suffered through it, none of us felt comfortable enough to express what we truly felt. The teacher taught from the vantage point of control and viewed a vocal student as a threat.

Today, almost all are creating success for themselves through active participation. Students are teaching other students, helping each other through the rough spots, and happily showing off what they know. The atmosphere is positive, one of collaboration rather than top-down presentation. The students feel comfortable and express themselves readily, knowing their voices and opinions are welcome and respected. The new curriculum and new perspectives on assessment have certainly played a significant role in this transformation.

DOCUMENTS:

A. PROFESSIONAL DEVELOPMENT PLANS:

1. Meeting District Performance Standards:
A Reflection After the First Three Years
2. Professional Development Proposal (Year 4)
3. Professional Development Plan Self-Assessment
(After Year 4)

B. STANDARDS

1. Current CIM Standards: Second Languages
2. CIM Implementation Timeline
3. PASS Guide to Second Languages
4. ACTFL Proficiency Guidelines

C. COMMUNICATING WITH STUDENTS AND FAMILIES

1. Introducing the Reynolds District Standard
in Foreign Languages (Brochure)
2. Student Progress Toward Provisional CIM
Tests in German
3. Record of Provisional CIM Portfolio in German

D. THE NEW CURRICULUM: ALLES KLAR!

E. ASSESSMENT MATERIALS

1. Sample Oral Test Questions
2. Sample Writing Test Questions
3. Unit 7 Reading Test
4. Unit 7 Listening Test

A. PROFESSIONAL DEVELOPMENT PLANS:

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3. Professional Development Plan Self-Assessment
4. (After Year 4)

COMMENTS:

These are file copies of the actual documents submitted to my administrators, Assistant Principal Curt Anderson (years 1-3) and Assistant Principal Dan Baker (year 4).

MEETING DISTRICT PERFORMANCE STANDARDS: A REFLECTION AFTER THE FIRST THREE YEARS

Alexander Lukanich, German Teacher, Reynolds High School
Friday, September 28, 2001.

When I first began working in Reynolds District I participated in the mentoring program. My mentor, Gaynelle Nielsen, helped me explore options for my initial Developing Standards Goal. As part of that process, I made a self-assessment regarding each of the twenty-nine District Performance Standards. All ratings were at least "competent", many were "performs well". I considered the challenge of raising performance standards across the board in Oregon and eventually decided on this goal: *Develop and implement a curriculum and assessment plan that meets CIM Standards*. I chose to target four performance standards which I saw as relevant to that goal and in which I wanted to make measurable progress. It is now three years later. As I enter my fourth year with this District, I have repeated this process, again completing a self-assessment regarding all twenty-nine district standards. I gave additional consideration to each of the four performance standards specifically related to my original Developing Standards Goal. Again, all ratings were at least "competent". For two of the standards (1.a. and 1.j.), I felt there had been significant progress ("competent" to "performs well" or "performs well – plus"). For the other two standards (1.g. and 2.a.) I felt there had been progress in the normal course of teaching but not as tied directly to my expressed goal. Following is an item-by-item summary of progress in the four standards specified in my original Developing Standards Goal Setting Form. Both the previous and recent ratings are given in brackets, in that order. The scale was 1 to 3, with 3 high. 1 indicated an area needing attention, 2 an area in which I perform competently, 3 an area in which I perform well. The comments below reflect my teaching in general while working toward the original goal.

- 1.a. *Plans and organizes class work carefully and efficiently to maximize learning opportunities. [2>3]*

The challenge of developing and implementing a new curriculum to meet anticipated CIM standards was difficult. It was not until the end of the first semester of my first year that our department voted on a specific standard (choosing to use an appropriate level of the PASS standards). It was like building a boat while it was already in the water. However, I drew on my significant training in proficiency-oriented instruction gained while working on my M.A. in German, the training in lesson planning received in my M.Ed. program plus the wisdom of my mentor to present the new curriculum I was developing in a manner that would engage high school students and maximize learning. I was certainly competent at this during my first year at Reynolds, but I feel I now perform even better with observable positive results.

Specifically, I solicit student input in helping determine the specific activities that we do and the order in which we sequence activities. I monitor student interest and energy levels and alter activities and lesson plans dynamically. I have developed a rhythm that

pulls students in and draws them forward. I have borrowed, created and collaborated in developing activities which are appropriate to high school students and the culture of our school. In my classes, students are typically on task and helping each other learn without more than nominal occasional encouragement from me. We digress when helpful or stimulating, and take advantage of topics or themes that connect with real-world relevance when appropriate. Test scores and observable learning are typically high.

- 1.j. *Maintains an appropriate environment through a positive approach to classroom organization. [2.5>3.5]*

I feel I have moved off the original 3-point scale on this one! I was trained to teach German with a style that can be characterized as informal, engaging, entertaining, active and very, very student-centered. The new curriculum I developed for my original goal readily lends itself to this teaching style. In fact, the style is itself rooted in the theories which gave rise to the new perspectives on curriculum and assessment which have become the standard in the profession (the proficiency method). For example, the informal style helps lower the affective filter (reduces inhibitions). This in turn increases opportunities for practice which then results in enhanced second language acquisition. The engaging, entertaining atmosphere helps raise and maintain interest and motivation while providing opportunities for meaningful communication (such as role-playing). The active, student-centered nature of the classroom reflects the idea that language must be lived, must be experienced, to be learned. However, many of the activities which I was originally trained to use work better with adult learners than with high school students. The developmental differences are enough to create quite a challenge. It can be difficult to keep students on task, help them understand the relevance of some activities or the specific ways in which they must be carried out. Students may be too self-conscious to engage in some activities. Frustration with the normal ups and downs of second language acquisition and fear of failure may lead students to withdraw, act up or become negative. Thus, it is not only important to have excellent activities and a solid sense of continuity in planning lessons and carrying them out (1.a. above), it is critical to build the sort of atmosphere in which students can feel safe to participate. Without the proper atmosphere (learning environment), students will not learn, or will learn only minimally. True success will be impossible.

To help build the required atmosphere, I drew on the Direct Communication ideas concerning classroom management that I learned in my M.Ed. program, and the countless hours of discussion with my mentor regarding developmental issues and useful strategies for engaging high school students in quality learning activities (real-world wisdom and practical advice). Without these ideas my excellent training in proficiency-oriented teaching might not have worked so well with high school students. The proof that I have achieved significant success in this area can be found in the comments I recently received from Marty O'Brien, whose room (H-19) I use for German 2: "Alex, your students are *always* on task and helping each other learn." It is also found in the fact that the majority of my students earn "A" and "B" grades in virtually all my classes, and that last semester (Spring, 2000) no student in any of my classes received less than a "C" grade on his or her report card (actual grades as low as "C-" occurred, the minus being lost on the

transcripts). In the most important way, however, the proof of this success is found in the cases of those students who find tangible success in my classes even if they cannot find it in other classes. The positive atmosphere is a source of nurturing to them. Several students, failing out of school, have remained in my German classes even as they dropped other classes and moved to RLC. For a few, my classes were the only regular high school classes they continued to participate in. Although I do take the credit (and, on odd occasion, the flack) for the work I do, I know I owe a considerable debt to my mentor, Gaynelle, for showing me that such success is possible and how I can achieve it.

1.g. *Provides feedback to students in a constructive and timely manner. [2.5>2.5/3]*

At first I provided competent feedback in the form of quiz or test grades and the occasional one-on-one conversation or phone call home when progress was lagging too far behind. I also circulated to monitor as students worked throughout class times. I built on this to developing a learning environment in which individual students are monitored every day and feedback is provided virtually immediately as needed. I try to catch mistakes as they are occurring, rather than after the fact. Also, I help students build their own ongoing sense of how they are doing, rather than feeling the need to ask me for a percentage out of a grade book to gain a concrete sense of how they are doing. The shift has been away from grades to a focus on learning for the sake of learning. Students still care about their grades, but I rarely see the excessive worry or preoccupation that I used to. I encourage students in developing their self-confidence, knowing what they need to know, learning and knowing it, and knowing that they know it. Feedback is constant. I give myself a current rating of 3 for my work in general, but included the 2.5 in relation to the new CIM standard: I need to finish developing the instruments to communicate student progress toward that goal in a formal way.

2.a. *Communicates student growth and needs to parents in an effective and timely manner. [2>2.5]*

My M.Ed. program and my mentor taught me many strategies for handling phone calls and meetings with parents. Experience has increased my comfort level and success in finding common ground and workable solutions to problem situations. I have advanced beyond interacting with parents only during problem situations or routine parent conferences. Parents have sought my advice regarding travel abroad opportunities for their students. Every year the number of parents and students who participate in our German dinner at the Rheinlander increases (the first year about 12 guests, the third year about 56 guests). Parents continue to participate in our German Club hikes (our next hike will have two parent chaperones). In response to the excellent behavior of German Club members during our Coast Trip last Spring, I requested Steve Olczak to send a letter home to parents praising their students for being such fine representatives of our school (the parents received the letter in June). I feel my growth has been from a 2 to a 2.5 in that I have seen an increase in positive interactions and positive results, but I can still imagine more ways of communicating on a regular basis, including detailed progress reports, more parent phone calls and individual parent conferences. Again, there is still

the unfinished work related to my original goal, the same as for 1.g. above: I need to develop a formal means of communicating progress toward the new CIM standards!

In summary, progress has been reasonable and satisfying, with the notable success in the area of building and maintaining a successful learning atmosphere (1.j. above). The only issues of concern relate to the need to formalize the work that has been ongoing for three years now so that student progress toward the new CIM standards can be clearly defined, documented and communicated both to students and parents in a timely manner (see Professional Development Proposal for 2001-2002). In helping me toward this new goal, which arises naturally out of the previous goal, I know I will also need to continue planning and organization to deliver timely and relevant curriculum and activities (1.a.), focus on helping students who are not making progress toward the new standards (1.c. and 1.e.), and develop formal assessment tools to inform students and parents (1.g. and 2.a.).

Professional Development Proposal

Name: Alexander Lukanich School: Reynolds High School

Date: September 28, 2001. Length of Cycle: One Year

The proposal should include:

1. The district standard(s) the plan will focus on.
2. The goals(s) of the plan.
3. Action/Procedures to be followed to accomplish the goal.
4. What evidence will be provided to demonstrate accomplishment of the goal.
5. Support needed.
6. Procedures for interim assessment of the progress towards the goal.

1. District Standards:

- 1.a. Plans and organizes class work carefully and efficiently to maximize learning opportunities.
- 1.c. Adapts methods to meet the individual learning needs of students.
- 1.e. Uses available support services to assist students in meeting expected outcomes.
- 1.g. Provides feedback to students in a constructive and timely manner.
- 2.a. Communicates student growth and needs to parents in an effective and timely manner.

2. Goal: Formalize and implement an assessment plan for meeting the CIM standard in German.

3. Action/Procedures: Define CIM standard in German including language proficiency standards and any required tests, work samples, etc., for a CIM portfolio in German; formalize a system for assessing achievement of the CIM standard including any tests, evaluation of work samples/portfolio, etc.; formalize a system for recording progress toward and completion of the CIM standard in German; implement these systems during the 2001-2002 year.

4. Evidence: *Brochure* defining expectations for meeting the CIM standard in German (what the standard is and how to meet it); *Checklist* of progress toward standard; *CIM Tests, Scoring Guides* and *Evaluation Forms*; *Certificate* for successful completion of CIM standard. *Statistics* documenting how many students attempted/met/did not meet the CIM standard (to be continued annually). *Audio and/or video recording* of CIM performance tests (oral exam). *Student portfolios*.

5. Support Needed: The collaboration of other teachers in the Foreign Languages Department is needed to ensure success and consistency between the CIM standard in German and other languages (French, Japanese, Spanish). Additional support (primarily, information) may be required from other teachers and administrators at the high school, District and elsewhere.

6. Procedures for Interim Assessment: Timeline for completion of documents: *Brochure and Checklist* by Friday, October 26th; *CIM Tests, Scoring Guides, Evaluation Forms* and *Certificate* by November 30th. Statistics for 2001-2002 by end of school year. Ongoing self-evaluation of progress toward goal and problem-solving.

Signatures below indicate that a conference between the teacher and the evaluator was held.

Evaluator: _____

Date: _____

Teacher: _____

Date: _____

**Reynolds School District
Professional Development Plan
Self Assessment**

Name: Alex Lukanich

School: Reynolds High School

Date: May 10, 2002

Length of Cycle: Two Years

The assessment should include:

1. The goal(s) of this plan.

Formalize and implement an assessment plan for meeting the CIM standard in German.

2. The district standard(s) the plan focused on:

- 1. a. Plans and organizes class work carefully and efficiently to maximize learning opportunities.
- 1. c. Adapts methods to meet the individual learning needs of students.
- 1. e. Uses available support services to assist students in meeting expected outcomes.
- 1. g. Provides feedback to students in a constructive and timely manner.
- 2. a. Communicates student growth and needs to parents in an effective and timely manner.

3. Actions/procedures taken to accomplish the goal:

"Define CIM standard in German including language proficiency standards and any required tests, work samples, etc., for a CIM portfolio in German; formalize a system for assessing achievement of the CIM standard including any tests, evaluation of work samples/portfolio, etc.; formalize a system for recording progress toward and completion of the CIM standard in German; implement these systems during the 2001-2002 year." (Professional Development Proposal, September, 2001)

Last Fall, I developed a record sheet for recording progress toward the CIM standard in German and a detailed list of portfolio contents. The portfolio was developed with input from Jeff Cleys (Spanish). I also developed a brochure for communicating to parents the "Provisional CIM in German." These were previously submitted to Dan Baker. The CIM standard itself had already been established at a meeting of all Foreign Languages faculty as corresponding to PASS Benchmark II (Intermediate-Mid on the ACTFL Scale). It only remained to develop actual tests, administer them and begin collecting statistical records of student success.

At this point, in a conversation with Mike Curtis, I was encouraged to reconsider my haste in developing the testing protocol so quickly. The CIM in Foreign Languages has been postponed several times already over a span of ten years and there is significant doubt as to whether it can be properly funded and implemented. I also considered the political aspects of this work and whether I should seek to be first to produce a CIM-equivalent testing program in our district, possibly the first or among the first in the state. I decided to delay development of the CIM tests and allow more time for the project to allow for more input, networking with other teachers at other schools to assess the status of their work on CIM, and to seek input from RHS administration. I spoke with Dan Baker and we agreed to extend the cycle from one year to two years.

In Winter I had a conversation with Steve Olczak in which he suggested that the CIM and PASS for foreign languages will likely be put off until at least 2007 (rather than the current 2005 deadline for implementation). This was recently reconfirmed at a faculty meeting in which Steve mentioned that the expectations for CAM are that it will be optional, not required, in 2005, and finally required in 2007. PASS is tied directly to CAM (same proficiency standard). Steve also mentioned in the conversation that Reynolds had already taken a risk earlier by tying CIM to diplomas, a goal which could not be realized for an adequate number of students. Since the district had already been forced to step back, it was not in a hurry to put itself at risk again by trying to rush where CIM is concerned. He was not receptive to a CIM in German at this time, or even a "Provisional CIM" in German. I understood that a "Reynolds High School Standard" or other district-based name for a proficiency-based assessment program would be a more suitable route for this work to take until such time as the district would be prepared to formally recognize a CIM in German.

I attended a workshop on oral testing that was geared to helping teachers prepare to meet an eventual CIM requirement. This was offered through the MESD in Portland. The workshop was excellent. I found that other teachers were in a similar position. I was neither too far ahead nor too far behind the rest. Also, I saw that my extensive university training had indeed prepared me well for the work at hand. I am certainly qualified and competent to develop a CIM-, CAM- and PASS-related program. Jeff Cleys also attended the workshop; he and I shared what we learned and observed with the Foreign Languages faculty at RHS. I later attended a second planning session at the MESD in which I helped plan a follow-up workshop on writing assessment and ways the MESD can help facilitate networking among area teachers.

Over the course of additional conversations and departmental meetings, particularly during one work day when we met all day, our department came to agreement that we should develop a CIM-related curriculum/assessment program for each language. It has taken our department many years to arrive at that point. Not all faculty members have historically bought in to the new style of assessment or instruction. However, this year's freshmen are currently in line to be required to have a CIM in a foreign language until and unless that deadline is actually altered. This creates pressure for us to make meaningful progress. Finally, we are ready to do that. I have no doubt my professional development plan has been instrumental in moving us forward toward that goal. I have

committed to doing it for German, Gaynelle Nielsen has already laid all necessary groundwork for Japanese, and with the pending 2005 deadline and two of the four languages already on track, the time has certainly come for the department to take action. Thus, in my work on my own professional development plan, and participation in department discussions, I have helped bring others on board with working to meet the anticipated standards.

Since that work day meeting, our department has met on late start days and continued our planning. Jeff Cleys and I agreed to create sample materials for testing. I prepared sample questions for CIM oral and writing tests on all relevant units. I shared these questions with the department earlier this week (copy attached). I suggested that our team contribute various test questions or parts over time to build a test bank, out of which we can build a CIM test for any particular instance when we are giving it. This would make it easier for us to alter the test so it is not the same every time and would allow teachers more flexibility in assessing students according to the specific circumstances of individual classes. This idea of customizing tests was also presented at the oral testing workshop I attended and was readily accepted by other teachers who attended that workshop.

It remains this year to complete a basic test bank for all skill areas (reading, writing, listening, speaking) and to develop consensus on specific testing protocols. We are on track to accomplishing that. Our goal is to begin next year with the testing and portfolio requirements already clearly articulated in detail so that we will know from day one exactly what the outcome should be by the end of the year.

In conclusion, slowing down the rate of progress has enabled me to take in more information from more points of view, to network with other teachers, and receive additional training. It has also allowed me the opportunity to work more closely with others in my department and to bring them on board with this important work. Although I certainly could have completed the entire project on my own, and would in fact have developed essentially the same materials, involving others has resulted in significant change within our department as we are all now moving toward a true proficiency-based program with uniform standards. I certainly do not take all the credit for that: Gaynelle Nielsen laid the groundwork over the past decade, and I am building on her work. Jeff Cleys has also lent his support to this initiative, and Jeme Sutton also joined in readily as the options were presented for discussion. Mike Curtis also agreed to take on the challenge of proficiency-based assessment in his classes. However, I do not think we would be at this point today if it were not for my undertaking this particular professional development plan.

4. Evidence provided to demonstrate progress towards the goal:

"Brochure defining expectations for meeting the CIM standard in German (what the standard is and how to meet it); Checklist of progress toward standard; CIM Tests, Scoring Guides and Evaluation Forms; Certificate for successful completion of CIM standard. Statistics documenting how many students attempted/met/did not meet the CIM standard (to be continued annually). Audio and/or video recording of

CIM performance tests (oral exam). Student portfolios." (Professional Development Proposal, September, 2001)

As mentioned above in #3, I did produce the initial checklist for noting progress toward the CIM, and a checklist for portfolios with specific portfolio contents. I also produced a brochure informing parents about the ongoing work, although I decided not to distribute it in light of the delay in the project. I believe our department will seek to inform parents in the Fall, at which time the communication will reflect a department-wide shift rather than a change in one program. I have also produced sample test questions for both oral and writing tests (copy attached).

Products remaining to be completed include additional questions for reading and listening assessments, scoring guides/rubrics and test protocols, and an updated brochure for informing parents of the new program. These will be developed in concert with the other Foreign Languages faculty.

5. Additional support needed:

"The collaboration of other teachers in the Foreign Languages Department is needed to ensure success and consistency between the CIM standard in German and other languages (French, Japanese, Spanish). Additional support (primarily, information) may be required from other teachers and administrators at the high school, District and elsewhere." (Professional Development Proposal, September, 2001)

Continued involvement of the other Foreign Languages faculty and continued input as relevant from RHS administration are vital to the continued success of this work. Additional networking with area teachers and the MESD may be useful, particularly if the work evolves to include independent verification by outside teachers. That is not likely for the CIM, but is likely for the CAM/PASS (the next project?).

6. Any modifications necessary in the goal.

The only modification to date has been to extend the cycle from one year to two years to allow for the initial implementation of a completed program for assessment. That will likely be the only modification necessary. At the end of next year initial statistics should be available and this project's goals completed. The work will not end then, of course, as the tests will continue to be refined and instruction modified to help more students meet the standards and do so more quickly.

Signatures below indicate that a conference between the teacher and the evaluator was held.

Evaluator: _____

Date: _____

Teacher: _____

Date: _____

B. STANDARDS

1. Current CIM Standards in Foreign Languages
2. PASS Guide to Second Languages
3. ACTFL Proficiency Guidelines

COMMENTS:

These are documents from the Oregon Department of Education, the Oregon University System, and the American Council on the Teaching of Foreign Languages (ACTFL). They list the current standards.

Of special interest are Benchmarks I and II for both the CIM and PASS documents, and the Novice-Low and Novice-Mid Levels for all four skills areas on the ACTFL scale. Note that the ACTFL scale is organized first by skill area, then within each skill area (listening, reading, etc.) by proficiency level (Novice, Intermediate, etc.).

The PASS document is the one to which I have referred constantly while preparing the curriculum materials, accompanied by the ACTFL scale.

B. STANDARDS

1. Current CIM Standards: Second Languages
2. CIM Implementation Timeline
3. PASS Guide to Second Languages
4. ACTFL Proficiency Guidelines

COMMENTS:

These are documents from the Oregon Department of Education, the Oregon University System, and the American Council on the Teaching of Foreign Languages (ACTFL). They list the current standards.

Of special interest are Benchmarks I and II for both the CIM and PASS documents, and the Novice-Low and Novice-Mid Levels for all four skills areas on the ACTFL scale. Note that the ACTFL scale is organized first by skill area, then within each skill area (listening, reading, etc.) by proficiency level (Novice, Intermediate, etc.).

The PASS document is the one to which I have referred constantly while preparing the curriculum materials, accompanied by the ACTFL scale.

SECOND LANGUAGES (WORLD LANGUAGES)

Refinements to standards adopted March 2002. Student accountability on local assessments begins 2002 -03.

Proficiency in Second Languages (World Languages) consists of communicating through listening, speaking, signing, reading, writing, and applying culturally appropriate practices in real-life situations in a second language. The stages below are adapted from the American Council on the Teaching of Foreign Languages (ACTFL) proficiency levels. They apply to languages such as Spanish, French, German, and American Sign Language.

COMMUNICATION: Comprehend, express, and exchange ideas in a language other than English.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK STAGE 1	BENCHMARK STAGE 2	BENCHMARK STAGE 3	BENCHMARK STAGE 4 This benchmark stage earns a "meets" for PASS	BENCHMARK STAGE 5 This benchmark stage earns a "higher" for PASS
LISTENING: Demonstrate comprehension of messages from authentic and other sources for a variety of purposes.	Demonstrate comprehension of messages from authentic and other sources on a variety of topics.	Comprehend isolated words/signs and everyday expressions.	Comprehend familiar ideas and details in short sentences and simple questions on a limited range of topics.	Comprehend familiar ideas and details in statements and questions on everyday topics.	Comprehend main ideas and some supporting details from simple announcements, narratives and conversations in familiar situations on everyday topics.	Comprehend main ideas and supporting details from varied sources and conversations on a wide range of topics.
SPEAKING: Speak/sign for a variety of audiences and purposes. Communicate information, express/ exchange ideas, and accomplish tasks. Initiate and engage in conversations by asking and answering questions, expressing/ exchanging ideas, needs, likes and dislikes, and opinions.	Communicate information, express/exchange ideas, and accomplish tasks on a variety of topics.	Use memorized words/signs and everyday expressions and identify familiar objects.	Use simple memorized phrases, sentences, and questions on a limited range of topics.	Use phrases, sentences and questions to express ideas and some details on a range of topics.	Use sentences and questions to communicate information and ideas and maintain simple conversations in familiar situations on everyday topics.	Use sentences and questions to communicate information in situations that are not routine.

COMMUNICATION, continued

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK STAGE 1	BENCHMARK STAGE 2	BENCHMARK STAGE 3	BENCHMARK STAGE 4 This benchmark stage earns a "meets" for PASS	BENCHMARK STAGE 5 This benchmark stage earns a "higher" for PASS
<p>READING:</p> <p>Read to comprehend and gain information from a variety of print/videotext materials.</p>	<p>Comprehend and gain information from a variety of print/videotext materials.</p>	<p>Comprehend some common words/signs, and phrases, including words/signs similar to those in the first language.</p>	<p>Comprehend simple text by using contextual cues.</p>	<p>Comprehend main ideas and some supporting details from simple narratives and materials, such as menus, notes, schedules, and directions.</p>	<p>Comprehend main ideas and pertinent details from simple written/videotext materials including authentic sources.</p>	<p>Comprehend ideas and details from clearly organized, longer written/videotext materials such as essays or short stories.</p>
<p>WRITING:</p> <p>Write/compose effectively for a variety of audiences and purposes.</p> <p>Communicate information and express ideas in written form for a variety of audiences and purposes.</p>	<p>Communicate information and express ideas in written/videotext form for a variety of audiences and purposes.</p>	<p>Write/compose the alphabet, if any, of the second language.</p> <p>Write/compose memorized words and phrases.</p>	<p>Write/compose short phrases, lists, and simple sentences.</p>	<p>Write/compose effectively for a variety of audiences and purposes.</p>	<p>Write/compose short letters and simple paragraphs to meet practical needs and produce simple, guided compositions.</p>	<p>Write/compose letters or short essays to communicate information and ideas based on personal experiences.</p>

CULTURE: Demonstrate and recognize cultural products, perspectives, and practices appropriate to the cultures studied.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK STAGE 1	BENCHMARK STAGE 2	BENCHMARK STAGE 3	BENCHMARK STAGE 4 This benchmark stage earns a "meets" for PASS	BENCHMARK STAGE 5 This benchmark stage earns a "higher" for PASS
<p>Recognize and demonstrate appropriate verbal and nonverbal practices in common situations occurring within a second language culture.</p> <p>Identify cultural products, perspectives, and practices of second language cultures.</p>	<p>Recognize and demonstrate appropriate verbal and nonverbal practices in common situations occurring within a second language culture.</p> <p>Identify cultural products, perspectives, and practices of a second language culture.</p>	<p>Recognize and demonstrate basic polite behaviors and basic nonverbal cues in very limited situations.</p> <p>Identify basic cultural products, perspectives, and practices of a second language culture.</p>	<p>Recognize and demonstrate a few simple cultural practices and customs.</p> <p>Identify a few cultural products, perspectives, and practices of a second language culture.</p>	<p>Recognize and demonstrate some common social conventions, social courtesies and nonverbal cues.</p> <p>Describe or demonstrate some cultural products, perspectives, and practices.</p>	<p>Recognize and demonstrate common social conventions, social courtesies, and nonverbal cues.</p> <p>Compare and contrast first and second language cultures.</p>	<p>Comprehend and use common social conventions, social courtesies, and nonverbal cues in situations that are not routine.</p> <p>Discuss some perspectives of a second language culture.</p>

CONNECTION TO OTHER DISCIPLINES: Reinforce and increase knowledge of other subjects through the second language.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK STAGE 1	BENCHMARK STAGE 2	BENCHMARK STAGE 3	BENCHMARK STAGE 4 This benchmark stage earns a "meets" for PASS	BENCHMARK STAGE 5 This benchmark stage earns a "higher" for PASS
<p>Acquire information and recognize viewpoints available through the second language and culture.</p> <p>Reinforce and increase knowledge of other subjects through the second language.</p>						

Performance Standards

Performance standards for second languages (world languages) are set by local school boards based on the state's academic content standards. They are assessed by local school districts.

CIM IMPLEMENTATION TIMELINE

To earn a Certificate of Initial Mastery, students must meet the content area performance standards in effect for their tenth grade year.

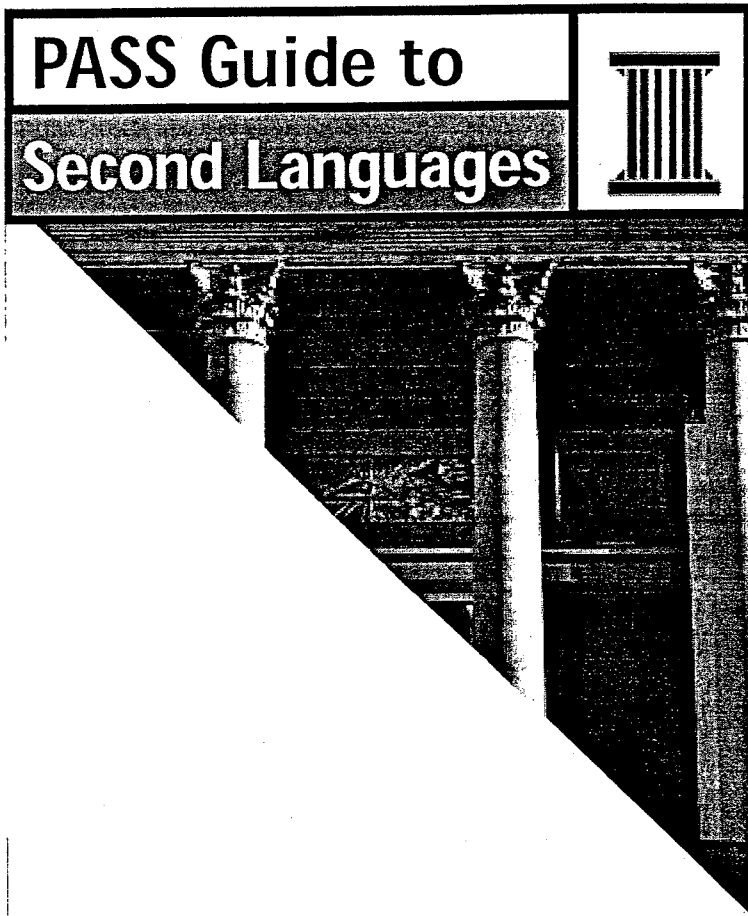
Students who are tenth graders in:			
2000-01	2001-02	2002-03	2003-04 2004-05
Students in the graduating class of:			
2002-03	2003-04	2004-05	2005-06 2006-07
Must meet performance standards in:			
English Mathematics Science	English Mathematics Science The Arts*	English Mathematics Science The Arts* Second Languages (World Languages)*	English Mathematics Science Social Sciences The Arts* Second Languages (World Languages)* Physical Education*
English Mathematics Science	English Mathematics Science The Arts* Second Languages (World Languages)*	English Mathematics Science Social Sciences The Arts* Second Languages (World Languages)* Physical Education*	English Mathematics Science Social Sciences The Arts* Second Languages (World Languages)* Physical Education*

* Performance standard is set by the local school board and assessed by the local school district.

Note: Bold text denotes new content area for that year.



Oregon
University
System



Teaching and Assessing Proficiency for University Admission

2001 – 2005 edition

Proficiency-based Admission Standards System



Oregon University System
Office of the Chancellor
PO Box 3175, Eugene, OR 97403-3175
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"Promoting access and success for students in higher education."



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What incentives are there for students?

Students who meet the PASS standards will be better prepared for success in college. PASS is also able to provide students and admissions officers with more accurate information concerning college placement. Students who meet or exceed a number of PASS standards may be eligible for university scholarships. These scholarships are for students who demonstrate an exceptional depth and/or breadth of knowledge via the PASS standards. PASS ratings of H or E may also give students access to advanced classes and opportunities to earn college credit.

What will be the purpose of grades in high school?

Grades continue to provide useful information on high school performance, study habits, attitude, and other attributes. Even after the PASS standards become the primary means of determining admission, grades may serve as an additional source of information.

What will happen to the high school diploma and required courses?

The basic requirements for a diploma are set by the State Board of Education, with additions set by local school boards; PASS has no influence on these requirements. The list of courses required for OUS admission has been replaced by OUS's course approval process, which high schools use to map their course content to the PASS standards.

Will this system make it harder to get into college?

Because this higher level of preparation is being expected of all Oregon applicants, students should have an increased likelihood of being accepted for admission. Students who meet entrance requirements will be more likely to graduate with a college degree in four years.



Will this system be equitable for all students?

One of the strengths of PASS is its potential to increase access to college for students from all backgrounds, especially non-traditional ones. OUS will study the performance of all students admitted via proficiency assessments to determine if any requirements have detrimental effects on any student population. This systematic review will examine the effects of PASS on groups from all ethnic and cultural backgrounds, as well as on persons with disabilities.

The system will be modified as needed to meet the OUS goal of making PASS equitable while retaining high standards for all students. Students with identified, documented special learning needs will be eligible for accommodations and modifications for any PASS standard.

design curricula and instruction aimed at CIM and PASS levels.

Regardless of assessment method, as students meet the district-determined CIM second language requirements (usually Level II or III), they build toward meeting the PASS-required Level IV benchmark.

PASS expects that high schools will use a combination of the various methods of assessment to determine students' levels of proficiency. PASS encourages high schools to use the assessment method(s) that best serves the student.

Students receive a rating for each PASS standard in a content area. There are five possible ratings:

- E = Exemplary
- H = Highly proficient
- M = Meets the standard
- W = Working toward the standard
- N = Not meeting the standard

Note that only one method of assessment is required per PASS standard to meet (M) the required proficiency level.

PASS Teacher Verification

PASS developed the teacher verification assessment method by working with teachers from high schools around the state. Over the term, teachers and their students assemble collections of work that may contain CIM work samples or CAM projects designed to address PASS standards. Teachers determine their students' proficiency by judging these collections of student work against the criteria developed for each PASS standard.

Teacher verification in second languages

Teacher-verification guidelines have been set and calibration work has been done in Japanese for the PASS reading and writing standards. In addition, certified teachers can assess their students' proficiency up to the "M" (Meets) level using the COFLT Benchmark IV Oral Interview.

Common assessment tasks

OUS, in collaboration with COFLT and second language teachers around the state, has developed the Benchmark IV Interview to verify oral proficiency (PASS Standard A). COFLT has trained and certified teachers throughout Oregon to administer and rate this assessment.

Do teachers have to be trained to assess PASS standards?

To assess oral proficiency, teachers must be certified in an accepted assessment such as the ACTFL OPI or the COFLT Benchmark IV Oral Interview.

Second-language trainings are held periodically under the auspices of COFLT. Contact COFLT at ouc@willamette.edu for exact times.

Several resources for teachers are available on the PASS website <www.ous.edu/pass>. These resources include example collections of student work at varying levels of proficiency, self-paced tutorials on judging student collections, classroom resources for specific standards, and implementation updates. PASS also has publications about teaching and assessing the PASS standards for each content area.

These publications are available on the website or can be ordered through the Confederation of Oregon School Administrators (COSA) by e-mailing donna@cosa.k12.or.us or phoning 1-503-581-3141.



What do counselors need to know about PASS?

Counselors need to have an understanding of PASS, including the assessment methods used to meet PASS standards, the connection with CIM and CAM, and the opportunities for students to meet PASS requirements within the high school curriculum. In addition, counselors will inform students who demonstrate an exceptional depth and/or breadth of knowledge via the PASS standards about their eligibility for scholarship consideration, advanced class placement, and college-credit opportunities.



PASS Summary Chart of Standards and Criteria for Second Language



Standard What students must be able to do:	Criteria What students should demonstrate:	
<p>A: Oral/Signed Communication Use spoken or sign language to communicate the content of your message to others and to comprehend the content of others' messages to you.</p>	<p>A1: Comprehension Comprehend everyday conversations on a variety of topics.</p> <p>A2: Recognition Recognize stylistic distinctions, such as those marked by intonation or vocabulary choice (e.g., "real nice" vs. "very nice").</p> <p>A3: Articulation Communicate information, feelings and ideas.</p> <p>A4: Ability to Interact in Simple Social Contexts Use culturally appropriate behaviors to perform tasks such as asking questions, making statements, and making requests.</p>	<p>Please refer to the benchmarks for Standard A on pages 13-15.</p>
<p>B: Reading Comprehend general meanings and specific details contained in written texts or in ASL videotexts.</p>	<p>B1: Extraction of Key Information Extract key information from authentic sources of written/signed text, such as essays or news items.</p> <p>B2: Comprehension Comprehend the details of written texts such as simple letters or announcements.</p> <p>B3: Interpretation Make interpretations and inferences regarding the purposes and motivations of the writer within the context of a community in which the language is used.</p> <p>B4: Recognition Recognize stylistic differences between texts and why particular stylistic choices were made.</p>	<p>Please refer to the benchmarks for Standard B on pages 17-21.</p>
<p>C: Writing Convey content through legible and comprehensible text.</p>	<p>C1: Communication of Ideas Communicate information, feelings, and ideas grounded in personal experience through written/signed texts such as letters or short essays.</p> <p>C2: Use of Writing Styles Write in both narrative and expository styles.</p> <p>C3: Writing in Cultural Context Produce written texts within the cultural context of a community in which the language is spoken.</p>	<p>Please refer to the benchmarks for Standard C on pages 17-21.</p>

How to Read the PASS Oral/Signed Communication Benchmarks

The oral/signed communication benchmarks described on the following pages are based on four criteria: Content, Function, Text Type, and Accuracy.

- **Content** refers to what one can talk about. Students at lower proficiency levels will talk about simple things in their immediate environment, such as objects or people. At higher levels, students are expected to talk about activities, areas of study, and future plans.
- **Function** describes what one can do with the language. Examples of functions are “requesting help,” “asking directions,” and “apologizing.”
- **Text Type** is the kind of language a student can produce. At first, students are expected to use only isolated words. Later, they must progress to phrases and full sentences.
- **Accuracy** is measured by how well a student can communicate with another person. The message must be accurate enough to be understood by a sympathetic user of the language.

PASS STANDARD A

Oral/Signed Communication Benchmarks

Benchmark Level III (Novice-High) = PASS “Working toward the standard”

Content	Function	Text Type	Accuracy
On the following topics:	Students should be able to...	using...	by...
All topics in the previous benchmarks plus: Community Daily routines Schedule School Stores/ Shopping	<ul style="list-style-type: none"> • Use numbers, prices, times in common situations • Express needs (e.g., I have to study, I need a pencil.) • Request assistance • Extend, accept, and reject invitations • Ask contextualized questions (e.g., Do you like biology?) • Give/obtain permission 	<ul style="list-style-type: none"> • simple sentences at least 50% of the time where appropriate 	<ul style="list-style-type: none"> • responding after no more than 1 repetition • showing increasing conformity to the pronunciation system of the target language • conveying a message that is generally comprehensible to a sympathetic interlocutor, although there may be hesitations/pauses that interfere with the flow of the message

Benchmark Level IV (Intermediate-Low) = PASS “Meets the standard”

Content	Function	Text Type	Accuracy
On the following topics:	students should be able to...	using...	by...
All topics in the previous benchmarks plus: Health Occupations Celebrations/ Holidays Travel/ Vacations Transportation	<ul style="list-style-type: none"> • State reasons • Ask information questions • State feelings & emotions • Give directions • Make suggestions • Report events • Conduct basic (predictable) transactions 	<ul style="list-style-type: none"> • simple sentences throughout where appropriate 	<ul style="list-style-type: none"> • responding after no more than 1 repetition • showing reasonable conformity to the rules of the pronunciation system of the target language • conveying a message that is generally comprehensible to a sympathetic interlocutor, although there may be hesitations/pauses that interfere with the flow of the message

How to Read the PASS Literacy (Reading & Writing) Benchmarks

The reading and writing benchmarks, which combine to make the literacy benchmarks, are based on the criteria: Content, Context/Text Type, Function, and Performance Level.

- **Content** refers to the subjects that students read and write about. Students at lower proficiency levels will read and write about simple things in their immediate environment, such as objects or people. At higher levels, students are expected to be able to read and write about activities, areas of study, and future plans.
- **Context and Text Type** describe the kinds of language students can read or write. Text type can be applied to a variety of content areas. For example, a Benchmark I reading task for the Context/Text Type “Schedules” might include any of the Content areas listed for that benchmark, such as a personal schedule (Self), a time table (Time), a class schedule (Classroom), a monthly schedule (Calendar), or a family’s schedule (Family).
- **Functions** are what one can do with the language. The two main functions in the reading benchmarks are “Scan for gist” and “Extract details.” “Scan for gist” means that a student grasps the main points of a text; “Extract details” means that a student comprehends the particulars of a text. Both of these are important skills for functioning in a language. “Scan for gist” should not be seen as just a sloppy version of “Extract detail”: Identifying the main points of a text quickly and accurately is a demanding and important skill.
- **Performance Level** is determined by a student’s performance in both *on demand* and *curriculum-embedded* contexts. An *on-demand* context is one in which the student must read or write a text without reference materials or help from others. A *curriculum-embedded* context is one in which the student has access to reference materials, teacher support, peer consultations, or other help besides his or her own knowledge and the text itself.

PASS STANDARDS B & C

Literacy Benchmarks

Benchmark Level II (Novice-Mid)

READING

Content	Context/Text Type	Function	Performance Level
On the following topics:	in...	students should be able to...	by...
All topics in the previous benchmark plus: Clothing Food Friends Home Leisure/ Activities Places	<ul style="list-style-type: none"> • Advertisements • Simple notes and messages • Menus • Labels • Phone book • Instructions/ Directions 	<ul style="list-style-type: none"> • Scan for gist • Extract details 	<ul style="list-style-type: none"> • (on demand) - Identifying some pertinent information • (curriculum embedded) - Identifying some pertinent information

Benchmark Level II (Novice-Mid)

WRITING

Content	Context	Text Type	Performance Level
Students should be able to convey meaning on the following topics:	in...	using...	by...
All topics in the previous benchmark plus: Clothing Food Friends Home Leisure/ Activities Places	<ul style="list-style-type: none"> • Addresses • Directions • Labels • Simple messages 	<ul style="list-style-type: none"> • Words or phrases consisting of memorized material 	<ul style="list-style-type: none"> • (on demand) - Writing comprehensibly to a sympathetic reader • (curriculum embedded) - Writing comprehensibly to a sympathetic reader

PASS STANDARDS B & C

Literacy Benchmarks

READING

Benchmark Level IV (Intermediate-Low)

Content	Context/Text Type	Function	Performance Level
On the following topics:	in...	students should be able to...	by...
All topics in the previous benchmarks plus: Health Occupations Celebrations/ Holidays Travel/Vacations Transportation	<ul style="list-style-type: none"> • Postcards • Letters • Invitations • Announcements • Simple narratives • Aphorisms and proverbs • Descriptions of persons, places, and things 	<ul style="list-style-type: none"> • Scan for gist • Extract details 	<ul style="list-style-type: none"> • (on demand) - Identifying some pertinent information • (curriculum embedded) - Identifying some pertinent information

WRITING

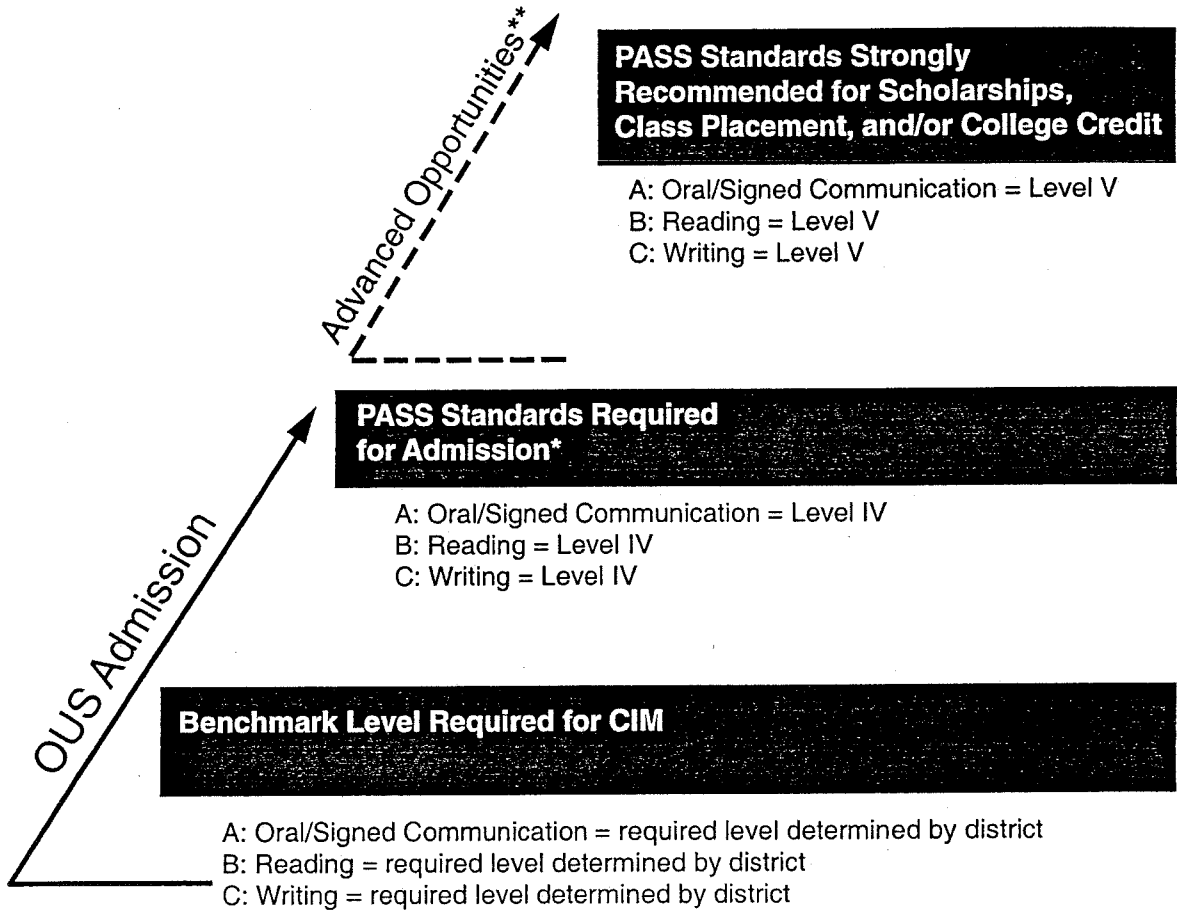
Benchmark Level IV (Intermediate-Low)

Content	Context	Text Type	Performance Level
Students should be able to convey meaning on the following topics:	in...	using...	by...
All topics in the previous benchmarks plus: Health Occupations Celebrations/ Holidays Travel/Vacations Transportation	<ul style="list-style-type: none"> • Postcards • Notes • Simple letters • Announcements • Simple messages 	<ul style="list-style-type: none"> • Strings of related statements and questions 	<ul style="list-style-type: none"> • (on demand) - Writing comprehensibly to a sympathetic reader with some conformity to linguistic demands • (curriculum embedded) - Writing comprehensibly to a sympathetic reader with some conformity to linguistic demands



Second Languages - from CIM & CAM to PASS

OUS ADMISSION REQUIREMENT =
Benchmark Level IV



* The majority of districts have chosen Benchmark Level III to meet CIM requirements, ensuring that students are working seamlessly toward PASS proficiency.

** Students who seek advanced opportunities should attempt to reach as high a benchmark level as they can on as many PASS standards as possible.

PASS Second Language Assessment Guidelines for 2000-2001

Only one assessment is required per PASS Standard. Choose the method that best serves the student.

PASS Standard	ASSESSMENT METHODS AND PERFORMANCE LEVELS				
	Assessment Method <i>Only one method required per standard to meet proficiency (M)</i>	Assessment Code	Scores Required to Equal:		
			Meets proficiency (M)	High-level mastery (H)	Exemplary (E)
A: Oral/Signed Communication	OUS/COFLT Second Language Proficiency Assessment	COFLT	4	5	NA
	ACTFL Oral Proficiency Interview	OPI	Int. Low	Int. Mid	Int.High
	Brigham Young Foreign Language Assessment (2 nd -year level)	BYFLA	S		
	California Oral Competency Interview	COPI	2-low	2-mid	2-high
	IB Foreign Language Exam	IB-FL	3	NA	NA
	Student Learning Improvement Plan Test	SLIP	4	5	6
	A college's second-language department Challenge Exam	CE	S		
	American Sign Language PI or SCPI	PI/SCPI	Int. Low	Int. Mid	Int.High
	Oregon Deaf SLAT Assessment	SLAT	2	NA	NA
B: Reading	AP Foreign Language Test	AP-FL	2-3	4	5
	Brigham Young Foreign Language Assessment (2 nd -year level)	BYFLA	S		
	CLEP Foreign Language Exam	CLEP	40	50	NA
	IB Foreign Language Exam	IB-FL	4	5	6
	National Spanish Exam Level II	NSE	Honors	NA	NA
	SAT II	SAT II-FL	490	750	NA
	A college's second-language department Challenge Exam	CE	S		
C: Writing	AP Foreign Language Test	AP-FL	2-3	4	5
	Brigham Young Foreign Language Assessment (2 nd -year level)	BYFLA	S		
	CLEP Foreign Language Exam	CLEP	40	50	NA
	IB Foreign Language Exam	IB-FL	4	5	6
	Student Learning Improvement Plan Test	SLIP	4	NA	NA
	SAT II	SAT II-FL	490	750	NA

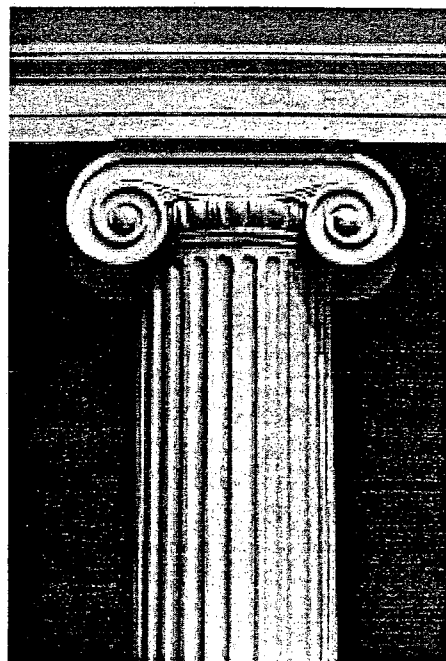
NA = Not Available: Studies are underway to determine the scores required for PASS levels E and H.



Oregon University System

THE OREGON UNIVERSITY SYSTEM SCHOOLS:

- Eastern Oregon University (La Grande)
- Oregon Institute of Technology (Klamath Falls)
- Oregon State University (Corvallis)
- Portland State University (Portland)
- Southern Oregon University (Ashland)
- University of Oregon (Eugene)
- Western Oregon University (Monmouth)
- Oregon Health Sciences University (Portland)
[OUS Affiliate]



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The information in this book is current for the 2001-05 school years.

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ACTFL Proficiency Guidelines

The 1986 proficiency guidelines represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion.

Because these guidelines identify stages of proficiency, as opposed to achievement, they are not intended to measure what an individual has achieved through specific classroom instruction but rather to allow assessment of what an individual can and cannot do, regardless of where, when, or how the language has been learned or acquired; thus, the words "learned" and "acquired" are used in the broadest sense. These guidelines are not based on a particular linguistic theory or pedagogical method, since the guidelines are proficiency-based, as opposed to achievement-based, and are intended to be used for global assessment.

The 1986 guidelines should not be considered the definitive version, since the construction and utilization of language proficiency guidelines is a dynamic, interactive process. The academic sector, like the government sector, will continue to refine and update the criteria periodically to reflect the needs of the users and the advances of the profession. In this vein, ACTFL owes a continuing debt to the creators of the 1982 provisional proficiency guidelines and, of course, to the members of the Interagency Language Roundtable Testing Committee, the creators of the government's Language Skill Level Descriptions.

ACTFL would like to thank the following individuals for their contributions on this current guidelines project:

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Irene Thompson
A. Ronald Walton

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GENERIC DESCRIPTIONS-SPEAKING

NOVICE

The Novice level is characterized by the ability to communicate minimally with learned material.

Novice-Low

Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.

Novice-Mid

Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

Novice-High

Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements.

Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by the first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

INTERMEDIATE

The Intermediate level is characterized by the speaker's ability to: create with the language by combining and recombining learned elements, though primarily in a reactive mode; -initiate, minimally sustain, and close in a simple way basic communicative tasks; and ask and answer questions.

Intermediate-Low

Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, speaker can generally be understood by sympathetic interlocutors.

Intermediate-Mid

Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

Intermediate-High

Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

ADVANCED

The Advanced level is characterized by the speaker's ability to: -converse in a clearly participatory fashion; -initiate, sustain and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events; -satisfy the requirements of school and work situations; and -narrate and describe with paragraph-length connected discourse.

Advanced

Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such

as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced level speaker can be understood without difficulty by native interlocutors.

Advanced-High

Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.

SUPERIOR

The Superior level is characterized by the speaker's ability to: participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and support opinions and hypothesize using native-like discourse strategies.

Superior

Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior level speaker is only partially familiar with regional or other dialectal variants. The Superior level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communications.

GENERIC DESCRIPTIONS-LISTENING

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

Novice-Low

Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

Novice-Mid

Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

Novice-High

Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high frequency commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.

Intermediate-Low

Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Intermediate-Mid

Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

Intermediate-High

Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.

Advanced

Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

Advanced-High

Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message.

Superior

Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.

Distinguished

Able to understand all forms and styles of speech pertinent to personal, social and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen

productions, editorials, symposia, academic debates, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.

GENERIC DESCRIPTIONS-READING

These guidelines assume all reading texts to be authentic and legible.

Novice-Low

Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

Novice-Mid

Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

Novice-High

Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.

Intermediate-Low

Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

Intermediate-Mid

Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

Intermediate-High

Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Advanced

Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the

main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.

Advanced-High

Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permit comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

Superior

Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge with meanings derived from the knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and low-frequency idioms. At the Superior level the reader can match strategies, top-down or bottom-up, which are most appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge.) Material at this level will include a variety of literary texts, editorials, correspondence, general reports and technical material in professional fields. Rereading is rarely necessary, and misreading is rare.

Distinguished

Able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references by processing language from within the cultural framework. Able to understand a writer's use of nuance and subtlety. Can readily follow unpredictable turns of thought and author intent in such materials as sophisticated editorials, specialized journal articles, and literary texts such as novels, plays, poems, as well as in any subject matter area directed to the general reader.

GENERIC DESCRIPTIONS-WRITING

Novice-Low

Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.

Novice-Mid

Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.

Novice-High

Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates,

own nationality, and other simple autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system: Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

Intermediate-Low

Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of nonalphabetic symbols, but writing can be understood by natives used to the writings of nonnatives.

Intermediate-Mid

Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of nonnatives.

Intermediate-High

Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of nonnatives.

Advanced

Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of nonnatives.

Advanced-High

Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.

Superior

Able to express self effectively in most formal and informal writing on practical, social and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of position in areas of special interest or in special fields. Good control of a full range of structures, spelling or nonalphabetic symbol production, and a wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is strongly evident, although not thoroughly executed and/or not totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

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C. COMMUNICATING WITH STUDENTS
AND FAMILIES

1. Introducing the Reynolds District Standard
in Foreign Languages (Brochure)
2. Student Progress Toward Provisional CIM
Tests in German
3. Record of Provisional CIM Portfolio in German

COMMENTS:

The brochure was prepared last Fall, during year 4. It will be thoroughly revised with input from the department once we meet again in late August.

The student forms are to be kept in a special folder for each student, locked in a filing cabinet, along with unit tests and other materials which can form the basis of the portfolio. This is for safekeeping so that important work samples are not lost. During the second year, or earlier for those who are ready to pass the CIM-oriented assessments at the end of the first year, students will go through their files in class and choose items for the portfolio. The completed portfolio, with required tests and other items, will eventually be returned to the student once formally approved.

Why German?

High School Studying any foreign language has been proven to raise verbal scores on the SAT and ACT. In those same studies, **German had the greatest positive effect** among modern languages. Only Latin students scored higher!

College **German is required or recommended for more majors than any other language** at UCLA, Berkeley and the entire University of California system. 56 majors for German, 45 for French, 21 for Spanish, 7 for Japanese. There are numerous study and work abroad opportunities including paid internships for students of German.

Graduate Study Most graduate degrees, including the MA and MS degrees, require demonstration of reading knowledge in a foreign language (doctoral degrees often require two foreign languages). Advisors require that the tests be passed in a language relevant to the major area of study. Again, **German is the most useful language** in terms of numbers of majors for which it is required or recommended.

Careers Every year, world-class research is published in German. It is the most useful scientific language after English. **German is useful in a broad range of specializations:** physics, chemistry, biology, mathematics, music, anthropology, sociology, zoology, archaeology, religion, literature, astronomy, art, history, etc.

Business **German is widely used as a business language.** Germany has the largest and strongest economy in Europe and is a major player in international trade and international money markets. Over 750 major American firms do business in Germany every day. Over 1,100 German companies do business in the US.

Tourism **German is an official language in 7 countries:** Germany, Switzerland, Austria, Belgium, Luxembourg, Liechtenstein and Italy. The majority of tourists to the United States come from these countries. They pump billions of dollars into our economy every year. Germany is one of the most-visited countries for American tourists when they go abroad.

Connections **More Americans (25%) can trace their ancestry to Germany than any other single country.** German almost became the language of government when the United States was founded – English won by 1 vote! When the Declaration of Independence was first published for mass readership, it was in German!

Culture **German cultural studies span 2,000 years:** Charlemagne, Luther, Freud, Jung, Nietzsche, Mozart, Beethoven, Wagner, Goethe, Schiller, Einstein, Ohm, Herz, Diesel, Gauss, Gutenberg, Bismarck, Schliemann, Riemenschneider.

STUDENT PROGRESS TOWARD PROVISIONAL CIM TESTS IN GERMAN

Student: _____

ID Number: _____ Grade(s): 9 10 11 12

The tables below contain blanks for entering representative ratings on tests, quizzes, projects and/or other student work in the four skill areas (Listening, Speaking, Reading, Writing) to indicate progress toward provisional CIM requirements. Ratings may be revised over time. Any ratings not meeting CIM standard require student and teacher to take immediate corrective action to raise the level of proficiency. All deficiencies/corrective actions/results must be noted on the reverse of this form. Rating scale:

(+) = exceeds standard; (✓) = meets standard; (-) = not meeting standard.

BENCHMARK LEVEL I (Novice Low)

CONTENT AREA (INSTRUCTIONAL UNITS)	LISTENING		SPEAKING		READING		WRITING	
	RATING	DATE	RATING	DATE	RATING	DATE	RATING	DATE
1. Self								
2. Calendar/Time								
3. Classroom								
4. Family								
5. Seasons/Weather								

NOTE: Benchmark I includes the following functions: make and respond to greetings and introductions; respond to a few basic commands; use a few basic everyday words and expressions; identify and list; express quantity (e.g., many, few, a lot); give address and telephone numbers.

BENCHMARK LEVEL II (Novice Mid)

CONTENT AREA (INSTRUCTIONAL UNITS)	LISTENING		SPEAKING		READING		WRITING	
	RATING	DATE	RATING	DATE	RATING	DATE	RATING	DATE
1. Clothing								
2. Food								
3. Friends								
4. Home								
5. Leisure/Activities								
6. Places								

NOTE: Benchmark II includes the following functions: state likes and dislikes; express ability; express location; express frequency of action/event; use simple descriptive phrases (e.g., My room is *small*); use simple evaluative phrases (e.g., It's *boring*).

RECORD OF PROVISIONAL CIM PORTFOLIO IN GERMAN

Student: _____

ID Number: _____ Grade(s): 9 10 11 12

No.	PORTFOLIO ITEM	DATE	APPROVED BY	COMMENTS
1.	CIM Test: Oral Rating: ____*			
2.	CIM Test: Writing Rating: ____*			
3.	CIM Test: Reading Rating: ____*			
4.	Checklist: Progress toward CIM Tests			
5.	Sample Unit Listening Tests			
6.	Sample Unit Oral Tests			
7.	Sample Unit Reading Tests			
8.	Sample Unit Writing Tests			
9.	Writing Sample #1: In-Class/On Demand			
10.	Writing Sample #2: In-Class/Edited			
11.	Culture Project (using English)			
12.	Use of Language Outside of Classroom			
13.	Student-Selected Work Sample #1			
14.	Student-Selected Work Sample #2			

*E = Exemplary; H = High Level of Mastery; M = Meets the Proficiency; W = Working Toward Proficiency; N = Not Meeting Proficiency.

Portfolio Approved by: _____ Date: _____

Overall Rating: _____ Comments: _____

D. THE NEW CURRICULUM: ALLES KLAR!

COMMENTS:

Included here is the entire first semester, consisting of the preliminary unit and Units 1-5, plus Unit 7, for which reading and listening test samples are included in section E. Units 1-5 correspond to Benchmark I, Novice-Low; Unit 7 (and all Units 6-10) corresponds to Benchmark II, Novice-Mid.

This work is under constant revision. A thorough rewriting has been in progress over the course of Summer, 2002. The version included here is the one used during the 2001-2002 school year.

ALLES KLAR!

Introductory German For Proficiency

**Aligned with Oregon PASS Benchmarks I-II:
Novice-Low to Novice-Mid on ACTFL Scale**

Alexander Lukanich, M.A.

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- 5.5. School Schedule
- 5.6. Favorite Subject & Liking

0. Introduction

0.1. ESSENTIAL PHRASES

Entschuldigung!

Ruhe, bitte!

Passt auf!

Bitte!

Danke!

Bitte!

Darf ich Wasser trinken?

Darf ich auf die Toilette gehen?

Darf ich zur Krankenschwester
gehen?

Ja!

Nein!

Ich habe eine Frage!

Verstehst du?

Ja, ich verstehe!

Nein, ich verstehe nicht!

Alles klar?

Ja, alles klar.

Sprechen wir Deutsch!

Kein Englisch!

Anhören dann wiederholen!

Noch einmal!

Macht euere Bücher auf!

Macht euere Bücher zu!

Nehmt ein Blatt Papier heraus!

Schreibt das auf!

Reicht das ein!

Machen wir das!

Mit Partnern!

In Gruppen!

Allein!

Excuse me!

Quiet, please!

Pay attention!

Please!

Thank you!

You're welcome!

May I get a drink of water?

May I go to the restroom?

May I go to the nurse?

Yes!

No!

I have a question!

Do you understand?

Yes, I understand!

No, I don't understand!

Do you get that? / Agreed?

Yes, I get it. / Agreed.

Let's speak German!

No English!

Listen then repeat!

One more time!

Open your books!

Close your books!

Take out a piece of paper!

Write that down!

Turn that in!

Let's do that!

With partners!

In groups!

By yourself!

0.2. THE ALPHABET

0.2.1. THE LETTERS OF THE ALPHABET

A	a	P	pe
B	be	Q	ku
C	se	R	er
D	de	S	es
E	e	T	te
F	ef	U	u
G	ge	V	vau
H	ha	W	we
I	I	X	iks
J	jot	Y	üpsilon
K	ka	Z	tset
L	el	Ä	a-umlaut
M	em	Ö	o-umlaut
N	en	Ü	u-umlaut
O	o	ß	es-tset

0.2.2. SOME WORDS TO SPELL: ANIMALS

der Adler	the eagle
der Affe	the monkey
der Bär	the bear
der Delfin	the dolphin
die Eidechse	the lizard
der Elefant	the elephant
die Ente	the duck
der Fisch	the fish
die Gans	the goose
der Hase	the hare (rabbit)
das Huhn	the chicken (hen)
die Kuh	the cow
der Löwe	the lion
die Maus	the mouse
der Ochse	the ox
das Pferd	the horse
das Schaf	the sheep
die Schildkröte	the turtle
der Schwein	the pig
der Tiger	the tiger
der Truthahn	the turkey
der Wal	the whale

0.3. NAMES

BOYS' NAMES:

Achim	Lars
Alexander	Lothar
Andreas	Ludwig
Anton	Manfred
Axel	Markus
Bernd	Matthäus
Björn	Matthias
Boris	Michael
Christian	Nils
Christoph	Oliver
Daniel	Peter
David	Rainer
Dieter	Ralf
Dirk	Richard
Erich	Robert
Erik	Rolf
Ernst	Rudolf
Florian	Rüdiger
Frank	Sebastian
Franz	Sigfried
Friedrich	Sigi
Fritz	Simon
Georg	Stefan
Gerhard	Steffen
Günter	Sven
Hans	Thomas
Hartmut	Thorsten
Heiko	Timo
Heinrich	Tobias
Heinz	Torsten
Helmut	Udo
Herbert	Ulli
Hermann	Uwe
Holger	Volker
Horst	Werner
Ingo	Wilhelm
Jan	Willi
Jens	Wolf
Joachim	Wolfgang
Jochen	
Johann	
Johannes	
Jörg	
Jürgen	
Kai	
Karl	
Karsten	
Klaus	
Kurt	

GIRLS' NAMES:

Alexandria	Martina
Andrea	Michaela
Angelika	Mirjam
Anja	Monika
Anna	Nadine
Annette	Natalie
Ariane	Natascha
Astrid	Nina
Bärbel	Olivia
Beate	Petra
Bettina	Regina
Birgit	Renate
Brigitte	Rita
Britta	Sabine
Christa	Sabrina
Christiane	Sandra
Christine	Sara
Claudia	Sibylle
Cornelia	Sigrid
Dagmar	Silke
Daniela	Silvia
Elfriede	Simone
Elisabeth	Sonja
Elke	Sophie
Erika	Stefanie
Eva	Susanne
Frieda	Susi
Gabi	Tanja
Gabriela	Tina
Gerda	Ulla
Gisela	Ulrike
Gudrun	Ursula
Heide	Waltraud
Heidi	Yvonne
Heike	
Helga	
Ilse	
Inge	
Ingrid	
Jana	
Julia	
Jutta	
Karin	
Katharina	
Katja	
Katrin	
Kerstin	
Margit	
Marlis	

0.4. COUNTING

0.4.1. NUMBERS FROM 0 - 100

0	null	20	zwanzig
1	eins	21	einundzwanzig
2	zwei, zwo*	22	zweiundzwanzig
3	drei	23	dreiundzwanzig
4	vier	24	vierundzwanzig
5	fünf	25	fünfundzwanzig
6	sechs	26	sechsendzwanzig
7	sieben	27	siebenundzwanzig
8	acht	28	achtundzwanzig
9	neun	29	neunundzwanzig
10	zehn	30	dreißig
11	elf	31	einunddreißig
12	zwölf	32	zweiunddreißig
13	dreizehn	40	vierzig
14	vierzehn	50	fünfzig
15	fünfzehn	60	sechzig
16	sechzehn	70	siebzig
17	siebzehn	80	achtzig
18	achtzehn	90	neunzig
19	neunzehn	100	hundert

* Note that "zwei" may be said "zwo" when reading a series of numbers such as phone numbers, zip codes or area codes, etc.

0.4.2. BASIC MATH

Wieviel ist zwei plus zwei?
Zwei plus zwei ist vier.

How much is two plus two?
Two plus two is four.

Wieviel ist fünf minus drei?
Fünf minus drei ist zwei.

How much is five minus three?
Five minus three is two.

Wieviel ist zwei mal vier?
Zwei mal vier ist acht.

How much is two times four?
Two times four is eight.

Wieviel ist zwölf durch zwei?
Zwölf durch zwei ist sechs.

How much is twelve divided by two?
Twelve divided by two is six.

Minus drei.
+ - • / =

Negative (minus) three.
+ - x ÷ =

1. Getting Acquainted

1.1. GREETINGS

Guten Morgen!
Guten Tag!
Guten Abend!
Auf Wiedersehen!

Tag!
Tschüs! / Tschau!

Good morning!
Hello!
Good evening!
Goodbye!

Hi!
Bye!

1.2. HOW IT'S GOING

Wie geht's?
Gut, danke. Und dir?
Auch gut.

Mir geht's...
...furchtbar.
...schlecht.
...gut.
...prima.
...ausgezeichnet.

Mir auch.

Es geht schon.

How's it going?
Fine, thanks. How about you?
I'm doing fine, too.

It's going/I'm doing...
...terribly.
...badly.
...well.
...great.
...excellent.

Me, too.

I'm doing okay.

1.3. INTRODUCTIONS

1.3.1. INTRODUCING YOURSELF

Ich heiÙe....

My name is....

Wie heiÙt du?
Ich heiÙe....

What is your name?
My name is....

Es freut mich sehr.
Es freut mich auch.

Nice to meet you.
Nice to meet you, too.

1.3.2. INTRODUCING OTHERS

Darf ich bekanntmachen?
Ja, bitte!

May I introduce you?
Sure!

Hans, das ist Helga.
Helga, das ist Hans.

Hans, this is Helga.
Helga, this is Hans.

Peter, das sind Hans und Helga.
Hans und Helga, das ist Peter.

Peter, this is Hans and Helga.
Hans und Helga, das ist Peter.

1.3.3. ASKING ABOUT OTHERS

Wer ist das?
Wer?
Das Madchen da.
Das ist Helga.

Who's that?
Who?
That girl here / there / over there.
That's Helga.

Wer ist das?
Wer?
Der Junge da.
Das ist Hans.

Who's that?
Who?
That boy here / there / over there.
That's Hans.

Wer sind das?
Wer?
Die Leute da.
Das sind Hans und Helga.

Who are they?
Who?
The people here / there / over there.
That's Hans and Helga.

1.4. WHERE FROM

Woher kommst du?

Ich komme aus...
...Amerika / den USA.
...Deutschland.
...Österreich.
...der Schweiz.

Ich komme aus Portland.
Das ist in Oregon.

Und du?

Where are you from?

I'm from...
...America / the US.
...Germany.
...Austria.
...Switzerland.

I come from Portland.
That's in Oregon.

How about you?

1.5. AGE

Wie alt bist du?
Ich bin vierzehn Jahre alt.
Und du?
Ich auch.

Ich bin auch vierzehn Jahre alt.

Wie alt ist Hans?
Er ist fünfzehn Jahre alt.

Wie alt ist Helga?
Sie ist sechzehn Jahre alt.

Wie alt sind Willi und Sigi?
Sie sind siebzehn Jahre alt.

How old are you?
I'm fourteen years old.
And you?
Me, too.

I'm also fourteen years old.

How old is Hans?
He's fifteen years old.

How old is Helga?
She's sixteen years old.

How old are Willi and Sigi?
They're seventeen years old.

1.6. CONTACT INFORMATION

1.6.1 ADDRESS

Wie heißt deine Adresse?
Meine Adresse heißt Bergstraße 17.

What's your address?
My address is 17 Berg Street.

Was ist die Postleitzahl?
Die Postleitzahl ist 63291. [2 = zwei]

What's the zip code?
The zip code is 63291.

1.6.2. TELEPHONE NUMBER

Wie heißt deine Telefonnummer?
Meine Telefonnummer heißt
52 09 12. [52 = zwoundfünfzig,
fünf zwei]

What's your phone number?
My phone number is 52-09-12.

Was ist die Vorwahl?
Die Vorwahl ist 483. [483 = vier
acht drei]

What's the area code?
The area code is 483.

1.6.3. WRITING YOUR ADDRESS & PHONE NUMBER

Bergstraße 17
63291 Stuttgart
Deutschland
(483) 52 09 12

2. Calendar & Time

2.1. THE DAYS OF THE WEEK

Montag
Dienstag
Mittwoch
Donnerstag
Freitag
Samstag
Sonntag

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

2.2. THE MONTHS

Januar
Februar
März
April
Mai
Juni
Juli
August
September
Oktober
November
Dezember

January
February
March
April
May
June
July
August
September
October
November
December

2.3. THE DATE

Heute ist der wievielte?

Heute ist der erste Januar.
 Heute ist der zweite Februar.
 Heute ist der dritte März.
 Heute ist der vierte April.
 Heute ist der fünfte Mai.
 Heute ist der sechste Juni.
 Heute ist der siebte Juli.
 Heute ist der achte August.
 Heute ist der neunte September.
 Heute ist der zehnte Oktober.
 Heute ist der elfte November.
 Heute ist der zwölfte Dezember.

What is the date today?

Today is January 1st.
 Today is February 2nd.
 Today is March 3rd.
 Today is April 4th.
 Today is May 5th.
 Today is June 6th.
 Today is July 7th.
 Today is August 8th.
 Today is September 9th.
 Today is October 10th.
 Today is November 11th.
 Today is December 12th.

der dreizehnte	the 13 th
der vierzehnte	the 14 th
der fünfzehnte	the 15 th
der sechzehnte	the 16 th
der siebzehnte	the 17 th
der achtzehnte	the 18 th
der neunzehnte	the 19 th
der zwanzigste	the 20 th
der einundzwanzigste	the 21 st
der zweiundzwanzigste	the 22 nd
der dreiundzwanzigste	the 23 rd
der vierundzwanzigste	the 24 th
der fünfundzwanzigste	the 25 th
der sechsundzwanzigste	the 26 th
der siebenundzwanzigste	the 27 th
der achtundzwanzigste	the 28 th
der neunundzwanzigste	the 29 th
der dreißigste	the 30 th
der einunddreißigste	the 31 st

2.4. TELLING TIME

Wie spät ist es?
Wieviel Uhr ist es?

Es ist ein Uhr. (1.00 Uhr)
Es ist zwei Uhr. (2.00 Uhr)
Es ist drei Uhr. (3.00 Uhr)

Es ist zwei Uhr fünf. (2.05 Uhr)
Es ist acht Uhr dreiundfünfzig.
(8.53 Uhr)

Es ist drei Uhr früh.
Es ist zehn Uhr vormittags.
Es ist drei Uhr nachmittags.
Es ist zehn Uhr abends.

Es ist Viertel vor neun.
Es ist Viertel nach neun.
Es ist halb zehn.

Es ist ungefähr halb sieben.

Es ist früh!
Es ist spät!

Es ist vierzehn Uhr. (14.00 Uhr)
Es ist achtzehn Uhr dreißig.
(18.30 Uhr)

What time is it?
What time is it?

It's one o'clock. (1:00)
It's two o'clock. (2:00)
It's three o'clock. (3:00)

It's two o-five. (2:05)
It's eight fifty-three. (8:53)

It's three in the morning.
It's ten in the morning.
It's three in the afternoon.
It's ten in the evening.

It's quarter before nine.
It's quarter after nine.
It's nine-thirty.

It's about six-thirty.

It's early!
It's late!

It's 2 p.m. (14:00)
It's 6:30 p.m. (18:30)

Note: 12-hour time is used in everyday conversation. 24-hour time is used in all schedules (school, TV, movies, etc.) and timetables (bus, train, plane, etc.). With 12-hour time you can use shortcut expressions like "quarter after" or "half past". With 24-hour time you can never use such expressions: you must say only the numbers of the hours and minutes, as in the two examples above.

3. Seasons & Weather

3.1. THE FOUR SEASONS

der Winter
der Frühling
der Sommer
der Herbst

the winter
the spring
the summer
the autumn

im Winter
im Frühling
im Sommer
im Herbst

in the winter
in the spring
in the summer
in the autumn

3.2. THE WEATHER

Wie wird das Wetter heute?

How's the weather today?

Es wird...
...schön.
...schlecht.
...regnerisch.
...windig.
...wolkig.
...nebelig.
...stürmisch.
...heiter.

It's...
...nice.
...bad.
...rainy.
...windy.
...cloudly.
...foggy.
...stormy.
...bright.

Es regnet!
Es schneit!
Es stürmt!
Es blitzt und donnert.

It's raining!
It's snowing!
It's storming!
There's lightening and thunder.

Donnerwetter!
Wir haben Gewitter.

What a storm! / Darn!
We're having a storm.

3.3. THE TEMPERATURE

Wieviel Grad ist es?

Es ist null Grad.
Es ist einundzwanzig Grad.
Es ist dreiunddreißig Grad.

Es wird warm.
Es wird kühl.
Es wird heiß.
Es wird kalt.

Mir wird's warm.

Mich friert's!

What's the temperature?

It's 0 degrees (Celcius).
It's 21 degrees (Celcius).
It's 33 degrees (Celcius).

It's warm.
It's cool.
It's hot.
It's cold.

I'm getting warm.

I'm freezing!

4. THE CLASSROOM

4.1. LOCATING SPECIFIC OBJECTS

4.1.1. WORDS FOR "THE" & "IT"

Wo ist der Bleistift?
Er ist hier.
Wo ist die Landkarte?
Sie ist dort.
Wo ist das Buch?
Es ist dort drüben.

Where is the pencil?
It's here.
Where is the map?
It's there.
Where is the book?
It's over there.

Wo sind die Bleistifte?
Sie sind da.

Where are the pencils?
They are here/there/over there.

4.1.2. CLASSROOM ITEMS

der Bleistift, -e
der Radiergummi, -s
der Kuli, -s
der Taschenrechner, -
der Kalender, -
der Stundenplan, Studienpläne

pencil
erasor
pen
pocket calculator
calendar
schedule

die Landkarte, -n
die Zeitung, -en
die Zeitschrift, -en
die Kopie, -n
die Prüfung, -en
die Schultasche, -n

map
newspaper
magazine
copy / photocopy
test
school bag

das Buch, Bücher
das Heft, -e
das Papier, -e
das Lineal, -e
das Quiz, Quizzes
das Plakat, -e

book
German-style notebook
paper
ruler
quiz
poster

4.2. IDENTIFYING OBJECTS

Was ist das?
 Das ist ein Bleistift.
 Das ist eine Landkarte.
 Das ist ein Buch.

What's that?
 That's a pencil.
 That's a map.
 That's a book.

Was sind das?
 Das sind Bleistifte.

What are those?
 Those are pencils.

4.3. DESCRIBING OBJECTS

Wie ist der Bleistift?
 Er ist gelb.

What is the pencil like?
 It's yellow.

4.3.1. SHAPE

rund
 quadratisch
 dreieckig
 viereckig

round
 square
 triangular
 rectangular

4.3.2. SIZE

lang
 kurz
 dick
 dünn

long
 short
 thick
 thin

4.3.3. WEIGHT

leicht
 schwer
 sehr leicht
 sehr schwer

lightweight
 heavy
 very lightweight
 very heavy

4.3.4. OTHER QUALITIES

alt
 neu
 teuer
 billig
 sauber
 schmutzig

old
 new
 expensive
 cheap
 clean
 dirty

4.3.5. COLOR

rot
 grün
 blau
 gelb
 braun
 schwarz
 weiß
 grau
 purpur / lila
 gold
 silbern

red
 green
 blue
 yellow
 brown
 black
 white
 gray
 purple
 gold
 silver

4.4. IDENTIFYING A QUANTITY

Wieviele Bleistifte sind das?

How many pencils are there?

Das ist nur ein Bleistift.

There's only one pencil.

Das sind zwei Bleistifte.

There are two pencils.

Das sind wenige Bleistifte.

There are a few pencils.

Das sind einige Bleistifte.

There are some pencils.

Das sind viele Bleistifte.

There are many pencils.

Das ist eine Menge Bleistifte!

That's a ton of pencils!

5. The Family

5.1. IDENTIFYING FAMILY MEMBERS

5.1.1. ASKING & ANSWERING (WORDS FOR "MY")

Das ist meine Familie!

That's my family!

Wer ist das?

Who's that?

Das ist mein Bruder.

That's my brother.

Wer ist das?

Who's that?

Das ist meine Schwester.

That's my sister.

Wer ist das?

Who's that?

Das ist mein Hündchen!

That's my puppy!

Wer sind das?

Who are those people?

Das sind meine Eltern.

Those are my parents.

Wer sind das?

Who are those people?

Das sind mein Onkel, Sebastian,
und meine Tante, Ulrike.

That's my uncle, Sebastian,
and my aunt, Ulrike.

5.1.2. FAMILY MEMBERS

die Familie, -n (Familien)

family

die Verwandten (plural)

relatives

die Eltern (always plural)

parents

die Geschwister (always plural)

siblings (brothers and sisters)

der Vater, -er (Väter)

father

der Stiefvater, -er (Stiefväter)

step-father

der Onkel, - (Onkel)

uncle

der Großvater, -er (Großväter)

grandfather

der Bruder, -er (Brüder)

brother

der Sohn, -e (Söhne)

son

der Neffe, -n (Neffen)

nephew

der Vetter, - (Vetter)

cousin

der Schwager, - (Schwager)

brother-in-law

der Stiefbruder, -er (Stiefbrüder)

step-brother

die Mutter, -" (Mütter)	mother
die Stiefmutter, -" (Stiefmütter)	step-mother
die Tante, -n (Tanten)	aunt
die Großmutter, -" (Großmütter)	grandmother
die Schwester, -n (Schwestern)	sister
die Tochter, -" (Töchter)	daughter
die Nichte, -n (Nichten)	niece
die Kusine, -n (Kusinen)	cousin
die Schwägerin, -nen (Schwägerinnen)	sister-in-law
die Stiefschwester, -n (Stiefschwestern)	step-sister
der Freund, -e (Freunde)	friend (male)/ boyfriend
die Freundin, -nen (Freundinnen)	friend (female) / girlfriend
der Hund, -e (Hunde)	dog (male)
die Hündin, -nen (Hündinnen)	dog (female)
das Hündchen, - (Hündchen)	puppy
der Kater, - (Kater)	cat (male)
die Katze, -n (Katze)	cat (female)
das Kätzchen, - (Kätzchen)	kitten
der Vogel, -" (Vögel)	bird
die Schlange, -n (Schlangen)	snake

5.2. DESCRIBING FAMILY MEMBERS

5.2.1. ASKING & ANSWERING (WORDS FOR "YOUR")

Wie ist dein Bruder?
Er ist nett.

What's your brother like?
He's nice.

Wie ist deine Schwester?
Sie ist sportlich.

What's your sister like?
She's into sports.

Wie sind deine Kusinen?
Sie sind intelligent.

What are your cousins like?
They're smart.

5.2.2. PHYSICAL

schlank
dünn
mager
dick

slim, slender, well-proportioned
thin
skinny
heavy

groß
mittelgroß
klein

tall
average (height)
short

schön
attraktiv
gutaussehend
hübsch
süß
niedlich
hässlich

beautiful, handsome
attractive
good-looking
pretty
cute (also, sweet)
cute
ugly

blond
rothaarig
dunkelhaarig

blond
red-haired
dark-haired (brunette)

blauäugig
grünäugig
braunäugig
hellbraunäugig

blue-eyed
green-eyed
brown-eyed
hazel-eyed

athletisch
muskulös
sportlich
stark
schwach
faul

athletic
muscular
into sports
strong
weak
lazy

Wie groß ist er?
Er ist 1,75m groß.

How tall is he?
He is 1.75m tall.

Wieviel wiegt sie?
Sie wiegt 60kg.

How much does she weigh?
She weighs 60kg.

5.2.3. PERSONALITY

nett
sympathisch
ärgerlich
böse

nice (just "nice")
nice (friendly, caring)
annoying
mean, nasty

komisch
albern
ernst

funny
silly
serious

freundlich
unfreundlich

friendly
unfriendly

höflich
unhöflich

polite
impolite, rude

optimistisch
pessimistisch

optimistic
pessimistic

froh
traurig

happy
sad

kontaktfreudig
scheu

outgoing
shy

5.2.4. AGE

jung
alt

young
old

jünger als Hans
älter als Hans

younger than Hans
older than Hans

mittleren Alters

middle-aged

5.2.5. INTELLIGENCE

intelligent
klug
schlau

smart, intelligent
smart, clever
smart, cunning

dumm
doof
idiotisch

dumb
stupid (slang)
idiotic

5.2.6. MARITAL STATUS

ledig
verlobt mit Hans
verheiratet mit Helga
getrennt
geschieden

single
engaged to Hans
married to Helga
separated
divorced

7. Hobbies & Activities

7.1. TELLING WHAT YOU DO (& HOW OFTEN)

Ich hänge (oft) mit meinen Freunden herum.	I (often) hang out with my friends.
Ich höre (oft) Musik an.	I (often) listen to music.
Ich tanze (oft).	I (often) dance.
Ich faulenze (oft).	I'm (often) lazy.
Ich skateboarde (oft).	I (often) ride my skateboard.
Ich schwimme (oft).	I (often) swim.
Ich wandere (oft). (OR, wandre)	I (often) hike.
Ich bummle (oft).	I (often) go for a walk.
Ich fahre (oft) Rad.	I (often) ride my bicycle.
Ich laufe (oft) Schi.	I (often) ski.
Ich spreche (oft) am Telefon.	I (often) talk on the phone.
Ich sehe (oft) fern.	I (often) watch TV.
Ich lese (oft).	I (often) read.
Ich gehe (oft) aus.	I (often) go out.
Ich gehe (oft) ins Kino.	I (often) go to the movies.
Ich gehe (oft) einkaufen.	I (often) go shopping.
Ich spiele (oft) Schach.	I (often) play chess.
Ich spiele (oft) Computerspiele.	I (often) play computer games.
Ich spiele (oft) Videospiele.	I (often) play video games.

Wie oft?

immer
oft
manchmal
nur selten
nie

How often?

always
often
sometimes
only rarely
never

SAYING WHAT YOU DON'T DO:

Ich schwimme nicht.
Ich fahre nicht Rad.

I don't swim.
I don't ride my bicycle.

7.2. ASKING WHAT YOU LIKE TO DO

Was machst du gern in deiner Freizeit?
Was für Hobbies hast du?
Was tust du gern?

What do you do in your free time?
What kind of hobbies do you have?
What do you like to do?

Hängst du gern mit deinen Freunden herum?

Do you like to hang out with your friends?

Hörst du gern Musik an?

Do you like to listen to music?

Tanzt du gern?

Do you like to dance?

Faulenzt du gern?

Do you like to be lazy?

Skateboardest du gern?

Do you like to ride your skateboard?

Schwimmst du gern?

Do you like to swim?

Wanderst du gern?

Do you like to hike?

Bummelst du gern?

Do you like to go for a walk?

Fährst du gern Rad?

Do you like to ride your bicycle?

Läufst du gern Schi?

Do you like to ski?

Sprichst du gern am Telefon?

Do you like to talk on the phone?

Siehst du gern fern?

Do you like to watch TV?

Liest du gern?

Do you like to read?

Gehst du gern aus?

Do you like to go out?

Gehst du gern ins Kino?

Do you like to go to the movies?

Gehst du gern einkaufen?

Do you like to go shopping?

Spielst du gern Schach?

Do you like to play chess?

Spielst du gern Computerspiele?

Do you like to play computer games?

Spielst du gern Videospiele?

Do you like to play video games?

TELLING WHAT YOU LIKE TO/DON'T LIKE TO DO:

Ja, ich schwimme gern.
Nein, ich schwimme nicht gern.
Ja, ich fahre gern Rad.
Nein, ich fahre nicht gern Rad.

Yes, I like to swim.
No, I don't like to swim.
Yes, I like to ride my bicycle.
No, I don't like to ride my bicycle.

ASKING HOW OFTEN:

Schwimmst du manchmal?
Gehst du oft aus?
Wie oft schwimmst du?
Wie oft fährst du Rad?

Do you swim sometimes?
Do you often go out?
How often do you swim?
How often do you ride your bicycle?

WHAT YOU CAN DO IN SO MUCH TIME:

Wieviel Zeit haben wir?
Eine Stunde.
Wir können Musik anhören.
Du hast zwei Stunden.
Du kannst Rad fahren.
Ich habe zehn Stunden.
Ich kann Schi laufen.

How much time do we have?
One hour.
We can listen to music.
Two hours.
We can ride bicycles.
I have ten hours.
I can ski.

REYNOLDS HIGH SCHOOL PROFICIENCY STANDARD IN GERMAN: INITIAL LEVEL

(CORRESPONDS TO NOVICE-MID ON ACTFL SCALE, OR PASS BENCHMARK II)

SAMPLE ORAL TEST QUESTIONS:

<u>UNIT</u>	<u>TOPIC</u>	<u>QUESTIONS</u>
0	Introduction	<p>Name these letters of the alphabet as I point to them.</p> <p>Name these numbers as I point to them.</p> <p>Name these animals as I point to them.</p> <p>Read these basic math problems aloud with answers.</p>
1	Getting Acquainted	<p>You have just arrived in Germany and will be studying at a high school in Nuremberg. One of the students there has the job of welcoming you to the school and filling out a card with your personal information. Please provide him/her with your name, address, phone number, etc. Answer his/her questions. Be polite!</p>
2	Calendar & Time	<p>Name the days of the week.</p> <p>Name the months of the year.</p> <p>Tell me the date as I point to various days on the calendar.</p> <p>Tell me what time it is according to the clock.</p>

E. ASSESSMENT MATERIALS

1. Sample Oral Test Questions
2. Sample Writing Test Questions
3. Unit 7 Reading Test
4. Unit 7 Listening Test

COMMENTS:

The sample oral and writing test questions were created during year 4. They will be used and added to when the CIM-oriented tests are given beginning in year 5 (end of first semester in the 2002-2003 school year). The Unit 7 tests are representative of reading and listening tests for all units and are consistent with the reading and listening tests that will be given as part of the CIM-oriented tests.

The essential difference between tests for Units 1-5 and Units 6-10 is that the Benchmark II tests (Units 6-10) may place somewhat greater emphasis on sentence-length utterances. Otherwise, there is the obvious progression of vocabulary. At the lowest level, Novice-Low (Benchmark I, Units 1-5) learners have essentially no abilities at all in the foreign language beyond recognizing cognates and a few high-frequency memorized words. Production is limited to isolated words. By Novice-Mid (Benchmark II, Units 6-10) learners have a larger supply of essential vocabulary and can begin to grapple with sentence-length utterances if they are both high frequency and formulaic. Production is again limited to memorized material, but there is more of it. Also, students can begin to list, one way of expanding on the simplest types of responses. Because we are testing what we teach, there is a somewhat greater expectation that students will be familiar with a range of phrases even at the lowest levels.

3 Seasons & Weather

I'm going to ask you about the weather. Use the pictures as I point to them to tell me what the weather is like.

Describe the weather to me during each of the four seasons of the year. What is the weather typically like in winter, in spring, etc.?

4 The Classroom

Point to at least six (6) different classroom items and tell me what they are.

Show me where each item is that I ask about.

Hold up a few different classroom items and describe them to me. Try to use a variety of words in describing them!

Tell me how many of the different classroom items you see.

5 The Family

Show me a photo of your family and identify the various family members in it. Tell me who they are in relation to you. For example, which one is your mother, your brother, etc.?

Using this family tree, identify the various family members in relation to you. You are here on the family tree.

Tell me about a few of your relatives. Describe them to me. Try to use a variety of words in describing them!

6 Friends

Some of your friends have joined you at the school in Germany where you are studying. Help them out by providing their contact information to the student who has been assigned to welcome them officially. Give their names, ages, addresses, etc. Be polite!

Show me a photo of some of your friends. Describe them to me.

- 7 Hobbies & Activities
- Tell me about your hobbies and how often you do them. Be sure to include at least six (6) different activities!
- Tell me three (3) free-time activities that you like to do and three (3) that you don't like to do.
- Ask me about my hobbies. Be sure to ask me how often I do them and whether I really like them or not.
- I'll tell you how much time you have. Tell me a free-time activity that you can do in that amount of time.
- 8 Home
- Show me a map of your home. Tell me where each of the rooms are, and some things that are in each room. I may ask you where an item is, or ask you to describe it.
- Your friend calls you on the phone and asks you to go out. Tell your friend you can't go out and why not.
- 9 Food
- Identify at least six (6) foods and drinks that you see in the picture. Tell me how they taste and whether or not you like them.
- Tell me what you eat and drink for at least two meals each day.
- Ask me what kind of foods and drinks I have for dinner.
- 10 Clothing
- Identify at least six (6) items of clothing in the picture. Describe them to me and tell me about how much they cost.
- Pretend this is a new item of clothing you bought recently. Describe it to me, tell me whether or not it fits and how much it cost.

REYNOLDS HIGH SCHOOL PROFICIENCY STANDARD IN GERMAN: INITIAL LEVEL

(CORRESPONDS TO NOVICE-MID ON ACTFL SCALE, OR PASS BENCHMARK II)

SAMPLE WRITING TEST QUESTIONS:

(OD = On Demand; CI = Curriculum Embedded)

<u>UNIT</u>	<u>TOPIC</u>	<u>QUESTIONS</u>
0	Introduction	<p>Write down the names of these animals as I spell them for you. (OD)</p> <p>Write down the German names as I spell them for you. (OD)</p> <p>Write out these math equations using the names of the German numbers (eins, zwei, etc.). Include the answers. (OD)</p>
1	Getting Acquainted	<p>Fill out this form to give your personal contact information to the school where you will be studying in Germany. (OD)</p> <p>Write a short postcard introducing yourself to a new German pen pal. Be sure to ask a few questions of your pen pal as well. Don't forget to give your contact information so he/she will be able to write back to you, or even call you on the phone! (OD, CI)</p>
2	Calendar & Time	<p>List the days of the week. (OD)</p> <p>List the months of the year. (OD)</p> <p>Write the dates in German that correspond to these important historical events. (Can be a reading/writing test. Dates must be given in some format either in English or German to be written in standard German format.) (OD)</p> <p>Write the times according to these clocks. (OD)</p>

3 Seasons & Weather

Write a description of the weather you see in each of these pictures. (OD)

Write a series of sentences explaining what the weather is typically like in each of the four seasons. Draw pictures to illustrate. (OD, CI)

Write the current temperatures according to these thermometers. (OD)

4 The Classroom

List at least six (6) school supplies that you might need for school. (OD)

Identify each of these classroom items and write at least two (2) descriptions of each. (OD)

Write how many of each item you see in the picture. (OD)

Create a brochure for your school's student store showing at least six (6) classroom supplies, describing each one and giving prices. (OD, CI)

5 The Family

Complete this family tree, labeling each of the individuals according to their relationship to you. (OD, CI)

Name several family members, give their relationship to you, and a brief description of each one. (This can be on a formatted list with columns.) (OD, CI)

6 Friends

Your friends have written down their personal information for you. Please help them by transferring that information in proper German format onto the forms. Use one form for each person. (OD)

You are updating your photo album and have several new photos of friends you have made in Germany. Write a brief caption for each friend giving his/her name, age, where he/she

is from, and describing him/her. For your reference so you don't forget later, be sure to write down each friend's address and phone number as well. Do all this in German to impress your friends back home. (OD, CI)

7 Hobbies & Activities

Here are pictures of different activities. For each one, write down what it is and whether you like to do it or not. For those that you like to do, be sure to now how often you do them. (OD, CI)

Write your pen pal a note explaining some of your hobbies. Name at least three (3) things you like to do and three (3) things you don't like to do. Be sure to say how often you do those things you like to do. (OD, CI)

You have decided to put together a little photo album to send to your pen pal. In it you have photos of yourself doing various activities. For each photo, tell whether or not you like the activity and how often you do it. (OD, CI)

8 Home

Draw a plan of your home and label the various places in it (and outside of it!). (OD, CI)

Using this ad for an apartment in Berlin, draw a plan of what you think the apartment might actually look like. Only include those things that are mentioned in the ad! (OD, CI)

Draw a plan of your bedroom including at least six (6) items that are in it. Label the items inside the room. (OD, CI)

"Treasure Hunt": Find each item on the map of the house and indicate where it is located. (OD)

9 Food

Make a list of what you might eat/drink for three meals (breakfast, lunch, dinner). (OD)

Label each picture (food and drink items). (OD)

Create an illustrated menu for a restaurant that serves breakfast, lunch and dinner. Give at least a few choices for each meal, more for dinner. Include drinks and desserts as well. Don't forget the prices! (OD, CI)

Write a note to your pen pal in which you talk about food. Name several foods/drinks that you like, some that you don't like. Tell how things taste to you. Ask your pen pals some questions about what he/she likes. (OD, CI)

10 Clothing

List some clothing items you might wear during each of the four seasons. (OD)

Create an illustrated clothing catalogue. Include a variety of types of clothing for both men and women. Indicate what size-range restrictions some items might have, and the price for each item. Be sure to describe the items to interest the customers in them! (OD, CI)

Write a note to your pen pal in which you talk about clothing. Indicate what types of clothes you like or don't like and describe some of your new clothes. You might mention how much some of your clothes cost you. (OD, CI)

LARGER CURRICULUM-EMBEDDED WRITING PROJECTS:

Family Book:

Create a family album with pictures/photos and captions. In the captions, identify each person, give his/her name, relation to you, and age. For those who don't live with you, include where they are from and where they are living now. Be sure to describe each person in detail. (CI)

Personal Scrapbook:

Create a scrapbook you can send to your pen pal. In it, put pictures/photos of you, your family, your town/city, etc. Include such things as who your family members are, where you live, maybe a drawing of your house, the things you like to do in your free time, the foods you like to eat, who your friends are, what the weather is like in your town/city at different times of the year, etc. For each picture/photo be sure to include several comments. (CI)

Name:
Date:
Period:

Read the dialogue below and use it to answer the questions which follow. Write your answers in English. (1 point each.)

HANS: Wie oft schwimmst du?
HELGA: Ich kann nicht schwimmen. Also, ich schwimme nie.
HANS: Schade! Ich kann gut schwimmen. Ich schwimme sehr gern.
HELGA: Kannst du skateboarden?
HANS: Ja, das auch. Und du?
HELGA: Ich skateboarde manchmal. Es macht Spaß.
HANS: Finde ich auch. Tanzt du?
HELGA: Nur selten. Ich höre lieber Musik an.
HANS: Wie oft tust du das?
HELGA: Immer!
HANS: Was ist deine Lieblingsgruppe?
HELGA: Die Prinzen! Sie sind fantastisch!

1. How often does Helga go swimming?
2. Why?
3. How well does Hans swim?
4. Does Hans like to swim?
5. How often does Helga go skateboarding?
6. How often does Helga go dancing?
7. What would Helga rather do?
8. How often does she do that?
9. What do you think a "Lieblingsgruppe" is?
10. Who are "die Prinzen"?

ALLES KLAR
Unit 7 Listening Test

Score: _____ / 20
Grade: _____

Name:
Date:
Period:

A. Circle those activities that you hear mentioned. (2 points each.)

- | | | | |
|---------------------|--------------------|-------------------|---------------------|
| 1. reading | hanging out | watching TV | playing chess |
| 2. swimming | hiking | strolling/walking | dancing |
| 3. going shopping | going to movies | skiing | biking |
| 4. skateboarding | biking | going out | playing video games |
| 5. talking on phone | listening to music | reading | going shopping |

B. Write in English how often the person does the activity mentioned. (1 point each.)

1. _____
2. _____
3. _____
4. _____
5. _____

C. You will hear both a question and an answer. Circle LIKES or DISLIKES to indicate whether or not the person who answers likes the activity mentioned. (1 point each.)

- | | |
|----------|----------|
| 1. LIKES | DISLIKES |
| 2. LIKES | DISLIKES |
| 3. LIKES | DISLIKES |
| 4. LIKES | DISLIKES |
| 5. LIKES | DISLIKES |

UNIT 7 LISTENING TEST
SCRIPT

A. Read twice.

1. Heute abend hänge ich mit meinen Freunden herum. Ich weiß nicht, aber ich glaube, wir bleiben zu Hause und sehen fern.
2. Dieses Wochenende besuche ich meine Großeltern. Wir schwimmen im See und wandern im Wald.
3. Am Freitag gehen Helga und ich einkaufen. Dann gehen wir ins Kino.
4. Ich skateboarde am meisten...und spiele Videospiele.
5. Wenn ich etwas Freizeit habe höre ich gern Musik. Ich lese auch gern.

B. Read twice.

1. Ich laufe manchmal Schi.
2. Ich fahre oft Rad.
3. Ich tanze nur selten.
4. Ich gehe immer ins Kino.
5. Ich spiele nie Schach.

C. Read twice.

- | | |
|------------------------------------|---|
| 1. Hörst du gern Musik an? | Ja, natürlich! |
| 2. Spielst du gern Computerspiele? | Ich spiele nicht gern Computerspiele. |
| 3. Kannst du skateboarden? | Ja! Ich skateboarde sehr oft! |
| 4. Liest du gern? | Ich kann nicht gut lesen. Ich lese nicht gern. |
| 5. Tanzt du gern? | Ich kann ziemlich gut tanzen aber ich tanze nicht gern. |