

Presenter Copp, M Scorer WBF Date F Oct 2012 Total Score 5.1 Grade A-

Scoring Guide for Assignment "Are You Informed?" - Explore Materials and Compare to Expectations

Rule of thumb for 4/satisfactory: knows how the materials are organized, as indicated by ability to find key components; has a generally accurate if not precise understanding of the purpose of the course; can compare, without distortion, main features of the course and materials to a notion of language learning and language-learning materials that either was there before or was generated during the assignment; contributes one comment that has a specific content (not just "Yuk!" or "I need help!"). Scorers: Use the "Gateway check" (next paragraph) to determine whether it's worth going on to score

the specific features. Do NOT let the student's negative OR positive attitudes toward the course and materials influence your scoring.
 Gateway check: Before the assignment can be scored, the following items must be present. Item 1: Must show an explanation of "proficiency" (even if it is wrong). Items 2-5: MUST respond to 2 of the 3 queries about each item. Item 6: Must list 3 factors, even if ALL are wrong. If ANY of the above are missing ANY of the parts listed here as required, return the assignment for more work. Use the original date for scoring column 4.

Part 1 (30%) Understands the materials and policies (short fill-in answers)	Part 2 (30%) Compares our course to a prior notion of language teaching & learning (marks the scales)	Part 3 (20%) Active learning)	Part 4 (20%) on time?
Gives a reasonable statement about proficiency. Identifies speaking as chief classroom activity. Correct answers about vocabulary lists (NO), dialog translations (NO), grammar explanations (YES), and grading (tests, projects, short assignments)	Marks ALL 6 of the scales for "prior concept," with NO selection of "had no prior opinion." Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, then must also mark all scales for comparison to earlier experience, also with NO selection of "had no prior opinion." MOST of 6-level behavior (not just half of it).	Adds a genuine comment about EVERY individual item, and ALSO a final comment.	before next class (or sends message about it)
Understands concept of proficiency and importance of speaking in class. Elsewhere only one inaccuracy about materials and policies.	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each). MOST of 4-level behavior (not just half of it).	Genuine comment about MOST items, and ALSO a final comment; or else comments about ALL items but no final comment.	next class meeting (or sends message) 5 Oct
Understands concept of proficiency and importance of speaking in class. Elsewhere only two inaccuracies about materials and policies.	Marks 3 of the scales for "prior concept". Marks ALL positive/ negative scales. If item 1 includes reference to previous language study, the total number of responses can be the same (i.e., does half of each). MOST of 4-level behavior (not just half of it).	4 comments out of the possible 7	one week after the activity in class
Concept of proficiency is vague ("survival German") but not directly wrong ("memorized phrases for everyday use"). Elsewhere only two inaccuracies about materials and policies.	MOST of 4-level behavior (not just half of it).	3 comments	less than two weeks
Concept of proficiency as in 3 above. Elsewhere multiple errors.	half of 4-level behavior	2 comments	less than 3 weeks
Directly wrong concept of proficiency ("accurate knowledge of grammar and sentence structure"). Elsewhere multiple errors.	less than half of 4-level behavior	1 comment	sometime after that

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meist.

Ich geht es langsam auf -
Operation in der ersten, doch
früher möglich mit einer
von Katten sein großer Gabe.

Zeit -

Mein ein wichtiger Teil n.
Wann auch noch vor allem
allein, aber hier alle gesamt
mit ganz im dem Jahr vor

Alle -

Stille Study n. Familie
haben ihre freien Werkzeuge -
jemande arbeiten n. dessen Kind

5 Oct 2012

Language Learning Preferences & Preconceptions Survey

Name: Melanie Cope

If you have NOT had a language class before (anywhere, any time), skip to Item 1 below.

If you have had a language class before, wherever and whenever it was, please describe it briefly here:

(example: three years of French in high school – great teacher, OK book, I learned a lot)

Spanish @ PCC synovianii, Great teacher, Great book I learned alot. - I also went to

(If you have had more than one language-class experience, for example French in high school and Spanish in the Peace Corps, choose one or the other of those experiences and use it for comparison throughout this survey. You're welcome to add comments about your other experiences, though.)

for part of the summer for language learning & immersion

If that class included significant use of computers and the internet, please describe the resources and activities you did with them here. (Word-processing and grading do not count as significant.)

we did not use computers & internet

Now for your responses to your tour of our course materials:

1. The chief linguistic goal of our course is "proficiency." What does that mean?

being able to speak the language conversationally & read & write

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all	<u>more different than not</u>	I had no prior opinion about this feature	more similar than not	very similar
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understand in a basic conversation

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all	<u>more different than not</u>	I had no prior opinion about this feature	more similar than not	very similar
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What is your initial response to this feature of OUR course? Circle ONE response.

very negative	<u>somewhat negative</u>	It doesn't matter to me.	somewhat positive	very positive
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3 I am positive abt this

Comments and questions about this feature

You can print the displays, glossaries, & other files too, but it's hard to hear anything when you mouse on that on a printed page

I only sample negative because I don't enjoy using the computer very much - it hurts my eyes

after a while - I wish there was a book to study from - then

but I think the more familiar / I get with the

the similarity is heavy not of conversation in class?

bitte cd the more comfortable I will be a feel abt it

2. What - from what you can tell by looking at the course materials - is intended to be the chief activity during classroom time in our course?

Conversation/Practice

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all more different than not I had no prior opinion about this feature more similar than not very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all more different than not I had no prior opinion about this feature more similar than not very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative somewhat negative It doesn't matter to me. somewhat positive very positive

Comments and questions about this feature

3. Many beginning language learners want "word-for-word" resources. Your materials include German-to-English vocabulary lists ("glossaries"). Are there also English-to-German vocabulary lists ("glossaries") in our course materials?

yes NO

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all more different than not I had no prior opinion about this feature more similar than not very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all more different than not I had no prior opinion about this feature more similar than not very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative somewhat negative It doesn't matter to me. somewhat positive very positive

Comments and questions about this feature

4. In our course, spoken German is often taught with model dialogs. Look at some dialogs from various Kontexte (chapters), including those later on in the program, for example Kontext 7: "Am Fahrkartenschalter". The Wie, bitte? dialogs are

accompanied by dialog glossaries and dialog summaries. Are there also complete English translations of the dialogs?

I found a section w/ REFERENCE GRAMMAR

I could not find complete

English translations of the dialogues

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all, more different than not, I had no prior opinion about this feature, more similar than not, very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all, more different than not, I had no prior opinion about this feature, more similar than not, very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative, somewhat negative, It doesn't matter to me., somewhat positive, very positive

Comments and questions about this feature

also as structure sections under content resources

5. Are there explanations of German grammar in our course materials?

Yes (Reference Grammar Section)

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all, more different than not, I had no prior opinion about this feature, more similar than not, very similar

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all, more different than not, I had no prior opinion about this feature, more similar than not, very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative, somewhat negative, It doesn't matter to me., somewhat positive, very positive

Comments and questions about this feature

I learn better by asking questions of professor / tutor etc...

of them by repetition & practice

I don't absorb what I read... unless sometimes it holds

remembered & use how to say happy birthday... I will learn a lot

That's why our 1st project... I remember a lot

example - I will definitely

6. List the 3 major factors or areas of coursework that count in grading in our course.

~~oral tests~~ ORAL TESTS, written test, Grading of Projects.

How closely does this feature of our course fit your prior concept or "image" of language study? Circle ONE response.

no similarity at all more different than not I had no prior opinion about this feature more similar than not very similar

some multiple choice tests of listening & reading comprehension.

If you have had a language class before, how closely does our course resemble your earlier experience with regard to this feature? Circle ONE response.

no similarity at all more different than not I had no prior opinion about this feature more similar than not very similar

What is your initial response to this feature of OUR course? Circle ONE response.

very negative somewhat negative It doesn't matter to me. somewhat positive very positive

Comments and questions about this feature

oral tests & Projects (where student do exploratory learning) are well rounded means by which to grade...

Other comments and questions

I don't mean to sound like a negative Nancy... it's just.

in my opinion!

that I loathe being on the computer for more than short periods of time.

You can also put the displays on an MP3 player.

I will have to print stuff out or divide my German homework on the computer strategically. You will!

Maybe we could do an exercise/activity in class where we learn vocabulary around 'us' - ei table / chair / light or you could

Return this form to any first-year German instructor.

Bring in some objects for vocabulary or cultural items you might have. I learn a lot that way!