

**Writing Test K06 Scoring Guide (F2004)****Part 1 (1/3) “cheat sheet”**

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

**Part 2 (1/3) phone msg notes**

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

**Part 3 (1/3) room for third party**

<b>6</b>	Clearly focuses on the THIRD person’s arrangements, and describes them in full; pays attention to the “Sie” of the message; Intermediate-Low features are consistently evident.
<b>5</b>	Most of 6
<b>4</b>	Reader can understand, without a lot of guessing, that the room is for someone else. Person of pronouns and verbs is distinguished often; basic word order, verb forms, and genders show knowledge of German principles
<b>3</b>	Most of 4
<b>2</b>	Substitutes English words; retains English word order; distorts basic letter/sound combinations
<b>1</b>	A few words, mostly distorted