**General Education Course Inclusion Proposal**

**Effective Communication**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** German 202: Intermediate German II

**Home Department:** Department of Modern Languages and Literatures

**Department Chair Name and Contact Information** (phone, email):

Tim Compton [tcompton@nmu.edu](mailto:tcompton@nmu.edu) x1107

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Every winter

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

**A. Overview of the course content**

German 202 is the fourth course in German Studies at NMU. It is generally more content-focused than the first three semesters of German, which serve to provide the students with a substantial linguistic and cultural base for the German language. German 202 continues to build students’ linguistic and cultural knowledge of German, but supplements traditional textbook learning with a variety of materials. Students read texts, watch and respond to short video clips, do online research, complete homework assignments, participate in class discussion, and view authentic media such as a German film. The course culminates in a research project that students complete on a topic pertinent to German/Austrian/Swiss culture.

**B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes**

*Effective Communication:*

Students practice the four language skills essential for communication: reading, writing, speaking, and listening. As students work with the course materials they learn how to transfer into German many of the abilities they use in a daily basis in English, for example: the ability to respond critically to new ideas, to figure out new words from context, to engage in discussion with people around them, and to convey insights or information that they have acquired.

*Critical Thinking:*

Due to the significantly content-focused nature of the course, the students spend much time in class and in homework assignments engaging with new ideas, alternative perspectives, and thought-provoking scenarios or actual historical events. They are expected to respond to these various components of the course content by evaluating the new material, integrating their own perspectives with the ones discussed in class, and articulating in an effective and sophisticated manner conclusions that they have reached regarding this new information.

**C. Describe the target audience (level, student groups, etc.)**

This is an intermediate-level course that is intended for any student, whether to fulfill a GenEd requirement or as part of the German Certification requirements.

**D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)**

This course is a prerequisite for required courses in the German Studies major and German minor. It is also required for the certification in German.

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | *Task Type:* Written assignments  *Frequency:* approximately two-four times per semester  *Overall grading weight:* 10-20%  *Expected Proficiency Rate:* 80%  *Task Type:* Research project  *Frequency:* once per semester  *Overall grading weight:* 20-30%  *Expected Proficiency Rate:* 80%  *Task Type:* Tests (culture and essay portions)  *Frequency:* approximately four times per semester  *Overall grading weight:* 30-40%  *Expected Proficiency Rate:* 80%  *Task Type:* In-class discussion (when graded as participation)  *Frequency:* Daily  *Overall grading weight:* 5-10%  *Expected Proficiency Rate:* 95%-100%  The process of practicing and acquiring additional abilities in a foreign language requires the ability to evaluate and integrate new (linguistic) structures. Additionally, the nature of this course is such that students learn about significant German or Austrian cultural events and important historical figures from German-speaking countries. Students are asked to reflect on this new information and articulate (in German) informed reactions to it. This process of responding critically to new material occurs on a daily basis with class discussion and homework assignments, and in a more focused manner on various primary course components – such as chapter tests and the research project. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines |

**PLAN FOR LEARNING OUTCOMES  
EFFECTIVE COMMUNICATION**

*Attainment of the EFFECTIVE COMMUNICATION Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Central Message and Structure** | Central message is the primary focus (main idea or thesis) of the work. Structure is the arrangement of the parts or elements of the work that aids in understanding which includes being coherent, logical, and complete. | *Task Type:* Written assignments and Research Project outline and essay  *Frequency:* Written assignments: four times per semester; Research project components: twice  *Overall grading weight:* Written assignments: 10-20%; Research Project: 30-40%  *Expected Proficiency Rate:* 80%  For these course components students are required to articulate a significant piece of information or convey a specific idea/argument that relates to current course material. They are graded not only according to linguistic command of the target language (German), but also according to organization and overall coherence. |
| **Substantiation** | Substantiation includes solid reasoning and valid evidence supports conclusions; sources are documented in accordance with disciplinary conventions | *Task Type:* Written assignments and Research Project sources, essay, and presentation  *Frequency:* Written assignments: four times per semester; Research project components: three times per semester  *Overall grading weight:* Written assignments: 10-20%; Research Project: 30-40%  *Expected Proficiency Rate:* 80%  The nature of these assignments may vary at times, ranging from expository essays that demonstrate a command of German coupled with an ability to engage with primary and/or secondary material, to a presentation on a research topic that documents the sources used to acquire new information. |
| **Delivery-Written** | Text (clear, readable, consistent with disciplinary conventions and standard written conventions including proofreading and proper syntax etc.) appropriate to the purpose and audience. | *Task Type:* Written assignments and Research Project essay  *Frequency:* Written assignments: four times per semester; Research project essay: twice  *Overall grading weight:* Written assignments: 10-20%; Research Project: 30-40%  *Expected Proficiency Rate:* 80%  Students’ written work is graded according to a rubric that includes consideration of various grammatical concerns, general writing mechanics, and formatting requirements. |
| **Delivery-Oral** | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) and audio/visual aids appropriate to the purpose and audience. | *Task Type:* Research Project Presentation  *Frequency:* once per semester  *Overall grading weight:* 10%  *Expected Proficiency Rate:* 80%  Students are graded according to their ability to communicate clearly and effectively (this includes the ability to express themselves at least mostly grammatically correctly in German), speak loudly and provide satisfactory eye-contact, and use some kind of visual aid (usually a PowerPoint) to communicate as effectively as possible with their audience. |

**Syllabus for German 202: Winter 2015**

Instructor: Amber Suggitt

Office: 169 Whitman

Office Hours: TR 2-4pm and by appointment

Telephone: (906) 227-1914

E-Mail: asuggitt@nmu.edu

**Course Description**

This intermediate-level course provides a review of key grammatical concepts while also increasing the students’ knowledge of German and Austrian culture as they “travel” to Hamburg, Salzburg, Frankfurt, and Berlin. Students do considerably more reading in this course in order to expand their cultural and linguistic proficiency. As part of the course, students work on a research topic of their choice and eventually present (in German) on it to the class.

**Course Objectives**

Students will practice the four basic skills (listening, speaking, reading, and writing) essential to communicating in German. By the end of the course, students will have:

**1)** Expanded their German vocabulary (Evaluated on Homework, Quizzes, and Exams)

**2)** Reviewed regular and irregular verbs in the Subjunctive II and Passive Voice (HW, Quizzes, Exams)

**3)** Reviewed and practiced Relative Clauses and Infinitive Constructions (HW, Quizzes, Exams)

**4)** Increased their knowledge of German/Austrian culture, history, and art (Exams, Research Project)

**5)** Become more comfortable with and effective at speaking German (Project presentation)

**6)** Improved their ability to write well in German (Exams, Writing Assignments)

**Required Texts**

The textbook for the course is *Stationen: Ein Kursbuch für die Mittelstufe* (1st Edition); however, you only need to purchase 4 chapters, not the entire book.

See instructions on our website: <https://gr202.wordpress.com/2015/01/07/course-textbook/>

**Course Requirements and Grading**

The final grade for the course can be broken down as follows:

|  |  |
| --- | --- |
| **Attendance/Participation** | **10%** |
| **Short Writing Assignments** | **15%** |
| **Research Project** | **30%** |
| **Quizzes** | **10%** |
| **Exams** | **35%** |
| **Homework** | **10%** |

**Grades**

Your grades in this course are based on the following scale:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 93-100 = A | 90-92 = A- | 88-89 = B+ | 83-87 = B | 80-82 = B- |  |
| 78-79 = C+ | 73-77 = C | 70-72 = C- | 68-69 = D+ | 63-67 = D | below 63 = F |

Attendance and Participation

Your attendance in class is mandatory. Excused absences (e.g. sickness or family problems) will not be counted against you. Your attendance and participation grade will reflect how often you attend class and how much you interact with the material and other students while in class.

Short Writing Assignments

Two short writing tasks (approx. 200-300 words) will be assigned throughout the semester. Assignment handouts will state clear and specific expectations for levels of grammar and vocabulary. Late assignments will be penalized with a 10% deduction for each day the paper is late. Essays are due in hard copy form at the beginning of class on the day listed on the planning calendar. Essays that are emailed to me will be ignored. Please see “Composition Policy” and “Guidelines for Essay Writing” posted on our website for more details.

Research Project

In lieu of a final exam you will work on a research project throughout the semester. You will have the ability choose the topic (within some limits) and will be required to submit several components for the project, which will culminate in an in-class presentation (auf Deutsch) in front of the class and an in-class essay on your topic. More detailed guidelines for the project and its components will be handed out on a separate information sheet.

Homework

Homework is intended to prepare you to complete future essays, exams, and presentations successfully. As a result, homework will be assigned regularly, but it will be collected and graded at random. Homework assignments will be given a grade between 0 and 10 points according to completion, effort, and correctness. Late homework will not be accepted.

Quizzes

Students should expect weekly written quizzes on vocabulary and grammar discussed in class.

Quizzes will generally be given at the beginning of class (so be sure to be on time!), and NO MAKE-UP QUIZZES will be given. The two lowest quiz grades will be dropped at the end of the semester.

Exams

There will be four chapter tests throughout the semester.

**CLASSROOM POLICIES AND FAQS**

**Cell phone/Laptop Policy**

No cell phones may be used during class time. If I notice you texting or using your phone for social media, etc. during class you will receive zero participation points for the day. If I see you using your phone again, you will be asked to leave class and will be counted absent for the day.

Laptops may be used to look up words in an online dictionary, or if specifically required for an in-class assignment. At all other times they should be closed. No social media or email use is permitted during classtime. If I see you using your laptop for a non-educational purpose, you will be asked to leave class immediately and will be counted absent for the day. If it happens a second time, you will no longer be permitted to use your laptop in class at all.

**Attendance Policy**

Your presence in class has great bearing on your learning to speak and use the German language in a practical way. Excused absences (e.g. sickness or family problems) will not be counted against you.

**Participation Policy**

Participation counts for 5% of your overall grade and is an essential component in learning German. Furthermore, active student participation helps the class to run smoothly. As such, all students are expected to participate on a *daily* basis by asking questions, volunteering answers without being asked, and participating actively (and in German) in group work. If you fail to participate you can expect to be called on by the instructor.

**E-mail Policy:**

Please feel free to e-mail me with any questions that you have about the course, clarification of homework or assignments, and any concerns you may have. I will respond to your e-mail as quickly as possible, but expect a 24 hour turn-around time. If you miss a class, please do not email me to ask what we are doing or have done in class. My answer will always be to check online.

When you email me please include our course title in the subject line, use a polite form of address (e.g. “Dear Amber”), and be sure to sign your name. If you do not do so, I will not respond to your email.

# FAQs

What happens if I miss class?

I will post all materials used in class on a website created for this course: <http://gr202.wordpress.com/> Any important information or announcements will be listed on the home page.

If you miss class, please be sure to check out our course site for any announcements or assignments you may have missed that day, as well to reference what we covered in class. Please **do not** email me asking what is due, as you will always find it posted online.

What if I will be out of town or otherwise occupied for a scheduled test or quiz?

If you have an **excused absence** you will always be permitted to make up a test or quiz.

Otherwise, cases will be handled on an individual basis with leniency accorded only to those students who approach me **in advance** of the day they will be absent. Failure to notify me *in advance* (and that does not mean the day before you will be absent) that you will not be able to come to class on a specified day for a *valid reason* will not only result in a zero for the day, but will also prevent you from turning in homework or other assignments due that day or making up any quiz/test for that day.  
  
Is there any extra credit available for this course?

There is a weekly Deutschtisch on Mondays from 11-11.45am in the middle seating area (near Starbucks) in New Jamrich. Students who attend will receive extra credit in this course. Additional extra credit may be available upon request (at the instructor’s discretion).

When will we have tests and quizzes?

I have created a planning calendar for this semester, which you will find on the next page. This calendar includes all anticipated tests and quizzes, as well as any observed holidays. Please note that our schedule may change due to snow days or other unforeseen incidents. The instructor may also choose to alter the schedule should she feel it is necessary and beneficial for the class.

*The most up-to-date version of the calendar will always be available online.*

Do I need to bring my book to class every day?

Yes, you do. We often work extensively from the book and you will need to have it available at all times. Failure to bring your book with you is unfair to other students (since you’d have to share) and will impede your learning. It will also negatively affect your participation grade.

What should I call you, and should I use *du* or *Sie*?

I prefer a more casual interaction with people, so please feel free to call me Amber and use *du*. If, however, you are not comfortable with this and/or you want to practice using *Sie* with people, you are more than welcome to do so.

Do I have to speak German in class? What if I have a question that I don’t know how to ask in German?

I realize that it can still be quite difficult or intimidating to speak German at this level, and that many of you are worried about making a mistake. Nonetheless, you will only improve if you try. If you don’t know how to ask a question in German, at least try to say that you want to ask a question in English. This will help you get more used to speaking German as much as possible, and it will show me how much you care about practicing and improving. Finally, regardless of your abilities, never feel shy about trying something in German! While I will also speak in German as much as possible, I am happy to explain something further in English if you really need it.

# GERMAN 202: PLANNING CALENDAR FOR WINTER 2015

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday |
| **Week 1**  January | 12  First Day of Class, Intro, Syllabus Review | 13 ***Hamburg*** | 14 ***Hamburg*** | 15 ***Hamburg*** |
| **Week 2**  January | 19  **MARTIN LUTHER KING DAY**  **- NO CLASS -** | 20 ***Hamburg***  **Quiz #1:** Bundesländer | 21 ***Hamburg*** | 22 ***Hamburg***  Assign Essay 1 |
| **Week 3**  January | 26 ***Hamburg***  **Quiz #2:** Subjunctive | 27 ***Hamburg*** | 28 ***Hamburg*** | 29 ***Hamburg***  Announce Research Project |
| **Week 4**  February | 2  **EXAM 1: Hamburg** | 3 ***Salzburg*** | 4 ***Salzburg*** | 5 ***Salzburg***  Essay 1 First Draft Due |
| **Week 5**  February | 9 ***Salzburg***  **Quiz #3:** Salzburg Vocab | 10 ***Salzburg*** | 11 ***Salzburg***  Research Project Topic Due | 12 ***Salzburg***  Essay 1 First Draft Returned |
| **Week 6**  February | 16 ***Salzburg***  **Quiz #4:** Relative Clauses | 17 ***Salzburg*** | 18 ***Salzburg*** | 19  **EXAM 2: Salzburg** |
| **Week 7**  February | 23 ***Berlin* Quiz #5:** Berlin Vocabulary  Essay 1 Final Draft Due | 24 ***Berlin*** | 25 ***Berlin***  Research Project Sources Due | 26 ***Berlin*** |
| **Week 8**  March | 2  **NO CLASS**  **SPRING BREAK** | 3  **NO CLASS**  **SPRING BREAK** | 4  **NO CLASS**  **SPRING BREAK** | 5  **NO CLASS**  **SPRING BREAK** |
| **Week 9**  March | 9 ***Berlin***  **Quiz #6:** Berlin | 10 ***Berlin*** | 11 ***Berlin*** | 12 ***Berlin***  Film Discussion  Assign Essay 2 |
| **Week 10**  March | 16 ***Berlin***  **Quiz #7:** Infinitive Constructions | 17 ***Berlin*** | 18  **EXAM 3: Berlin** | 19  Essay 2 First Draft Due  In-class project work |
| **Week 11**  March | 23 ***Frankfurt***  **Quiz #8:** Frankfurt Vocabulary | 24 ***Frankfurt*** | 25 ***Frankfurt***  Research Project Outline Due | 26 ***Frankfurt***  Essay 2 First Draft Returned |
| **Week 12**  March / April | 30 ***Frankfurt* Quiz #9:** Passive #1 | 31 ***Frankfurt*** | 1 ***Frankfurt*** | 2 ***Frankfurt***  Essay 2 Final Draft Due |
| **Week 13**  April | 6 ***Frankfurt***  **Quiz #10:** Passive #2 | 7 ***Frankfurt*** | 8 ***Frankfurt*** | 9  **EXAM 4: Frankfurt** |
| **Week 14**  April | 13  **Research Project In-class essay (part 1)** | 14  **Research Project In-class essay (part 2)** | 15  **Research Project Prep Day** | 16  **Research Project Prep Day** |
| **Week 15**  April | 20  **Research Project Presentation Day 1** | 21  **Research Project Presentation Day 2** | 22  **Research Project Presentation Day 3** | 23  **Research Project Presentation Day 4** |
| **Week 16**  April / May | 27  **FINAL EXAM WEEK** | 28  **FINAL EXAM WEEK** | 29  **FINAL EXAM WEEK** | 30  **FINAL EXAM WEEK** |

**Disability Services:**

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Dean of Students Office at 2001 C. B. Hedgcock Building (227-1700). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.

**Statement on Academic Dishonesty (taken from the NMU Student Handbook, pages 16-17):**

“No students shall intentionally or unintentionally participate in academic dishonesty. If a student is uncertain about an issue of academic honesty, s/he should consult the faculty member to resolve questions in any situation prior to the submission of any academic work.”

Academic Dishonesty includes:

* **Cheating** (accepting or offering help to another student during a quiz or exam)
* **Complicity** (helping another student engage in academic dishonesty)
* **Falsification** (presenting information or documents that are false)
* **Plagiarism** (submitting the words or ideas of another person without proper acknowledgement)
* **Multiple Submission** (turning in a paper or assignment that was already submitted for another class)

It is your responsibility to ensure that you understand what constitutes academic dishonesty, and to ask your instructor if you are even slightly unsure. Ignorance will not be accepted as an excuse.

To see more details about Academic Dishonesty, including your rights as a student, please refer to sections 1.2.1, 1.2.3, and 2.2.3 in the Student Handbook.

**Grading Rubrics**

**Participation**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** |  | **Description** |  |
| 90-100 |  | Participates actively and voluntarily throughout class |  |
| (A, A-) |  | Enriches class discussion by asking questions, encouraging other students, or facilitating |  |
|  |  | group work |  |
| 80-89 |  | Participates actively in class, sometimes volunteering comments or questions |  |
| (B+, B, B-) |  | Sometimes asks questions, encourages other students, or facilitates group work |  |
| 70-79 |  | Responds when called on |  |
| (C+, C, C-) |  | Allows other students to participate |  |
| 60-69 |  | Frequently fails to respond when called on |  |
|  |  |
| (D+, D, D-) |  | Sometimes prevents other students from participating fully in class |  |
| 0-59 |  | Does not contribute to class activities |  |
| F |  | Disrupts class activities |  |

**Quizzes**

Variable in points; these allow the instructor to measure student's knowledge of the grammar and topics covered in class. Students who receive a low score on a quiz are *strongly* encouraged to visit their instructor for review. The lowest quiz grade will be dropped.

**Homework and in-class work**

This allows your instructor to ensure that you are making efforts to increase your vocabulary and improve your grammar. Assignments will be given a score between 1-10, based on the following considerations:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** |  | **Description** | |  |
| 9-10 |  |  | Assignment is complete |  |
|  |  |  | AND |  |
| (A, A-) |  |  work shows successful application of assigned topic or concepts | |  |
|  |  |  |  |  |
| 8 |  |  | Assignment is complete |  |
|  |  |  | AND |  |
| (B+, B, B-) |  |  work shows a solid grasp of the assigned topic or concepts | |  |
|  |  |  |  |  |
| 7 |  |  | Assignment is incomplete; |  |
|  |  |
|  |  |  | AND/OR |  |
| (C+, C, C-) |  |  work shows that assigned topic or concepts are not understood | |  |
|  |  |  |  |  |
| 6 |  |  | Assignment is incomplete; |  |
|  |  |  | AND/OR |  |
| (D+, D, D-) |  |  work shows little attempt to engage with assigned topic or concepts | |  |
|  |  |  | |  |
| 0-5 |  |  Assignment missing or largely incomplete; | |  |
|  |  |  | AND/OR |  |
| F |  |  work shows a complete lack of understanding of assigned topic or concepts | |  |

**Written Assignments**

Essays provide an opportunity for students to demonstrate their command of the written German language. The main considerations your instructor will address are: (1) organization, (2) creativity, (3) transitions, (4) grammar, (5) spelling, and (6) how well the essay meets the requirements for topic, length, etc.

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| --- | --- |
|  |  |
| updated | **Scoring Rubric for Writing Assessment** |
| Aug. 2013 |  |
|  |  |
| **A, A-** | **DEMONSTRATES HIGH PROFICIENCY:** *Excellent command of the language* |
|  |  |
| *90-100%* | Well organized; ideas presented clearly and logically |
|  | Thorough response to the writing prompt; evidence of creativity, detail, risk-taking |
|  | Wide variety of grammar, vocabulary, and sentence structures; uses newly learned vocabulary and |
|  | structures |
|  | appropriately |
|  | Good transitions |
|  | Word order is accurate most of the time |
|  | Subject-verb agreement is accurate most of the time, minor slips |
|  | Writing is appropriate to current level |
|  | Length is appropriate |
|  | Spelling and punctuation are accurate |
|  |  |
| **B+, B, B-** | **CLEARLY DEMONSTRATES PROFICIENCY**:*Good command of the language* |
|  |  |
| *80-89%* | Organization acceptable, main ideas present |
|  | Generally thorough response to the writing prompt; more conservative response |
|  | Some variety of grammar, vocabulary, and sentence structures; clear attempt to use newly learned |
|  | vocabulary and structures |
|  | Some use of transitions |
|  | Some word order errors (inversions, subordinations) |
|  | Subject-verb agreement is inconsistent |
|  | Most of writing is appropriate to current level |
|  | Length is appropriate |
|  | Some spelling and punctuation errors |
|  |  |
|  |  |

|  |  |
| --- | --- |
| **C+, C, C-** | **DEMONSTRATES PROGRESS TOWARD PROFICIENCY**:*Comprehensible expression* |
|  |  |
| *70-79%* | Some attempts at organization, but with confused sequencing |
|  | Partial response to the writing prompt; conservative response, lacking in detail, little evidence of risk- |
|  | taking |
|  | Limited variety of grammar, vocabulary, and sentence structures; some attempt to use newly learned |
|  | vocabulary and structures |
|  | Some use of transitions |
|  | Some word order errors (inversions, subordinations, basic word order) |
|  | Subject-verb agreement is inconsistent |
|  | Writing is below current level |
|  | Length is adequate, but brief |
|  | Noticeable spelling and punctuation errors |
|  |  |
| **D+, D, D-** | **DEMONSTRATES STRONG NEED FOR INTERVENTION**:*Limited command of the language* |
|  |  |
| *60-69%* | Lack of organization |
|  | Insufficient response to the writing prompt; no evidence of creativity, risk-taking |
|  | Little variety of grammar, vocabulary, and sentence structures; no attempt to use newly learned |
|  | vocabulary or |
|  | structures |
|  | Few or inadequate transitions |
|  | Word order errors predominate |
|  | Subject-verb agreement errors predominate |
|  | Writing is well below current level |
|  | Length is inadequate |
|  | Predominance of spelling and punctuation errors |
|  |  |
| **F** | **UNACCEPTABLE** |
|  |  |
| *40-60%* | Response falls below the above descriptions or is inappropriate |
|  |  |
| **0** | **WORK NOT TURNED IN** |
|  |  |

Assessment Scale for Project Presentations

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Overall impression**  Adequacy of response to task; effectiveness of communication, content | Score | **Grammatical Accuracy**  control of grammar | Score | **Vocabulary**  control of vocabulary | Score | **Pronunciation**  control of pronunciation | Score |
| appropriate response to task; all task demands met message clear, delivered at appropriate level  clearly organized  clear evidence of preparation responds appropriately to questions evidence of preparation responds appropriately to questions | 40  39  38 | structures used adequate and appropriate for task and level;  highly accurate; very few errors in morphology/syntax  errors do not compromise meaning | 25  24  23 | excellent range of vocabulary appropriate for task and level;  fluent with few or no breaks or hesitations | 25  24  23 | Error-free intonation and pronunciation | 10  9 |
| appropriate response to task; most task demands met message fairly clear  clearly organized evidence of preparation  generally responds appropriately to questions | 37  36  35 | structures used adequate and appropriate for task and level  good control of major (basic) structures; some errors in morphology/syntax  few patterned errors errors do not appreciably  compromise meaning | 22  21  20 | vocabulary range adequate for level and task  fairly fluent with minor breaks or hesitations | 22  21  20 | Pronunciation free of major errors; intonation  accurate | 8 |
| response to task not completely appropriate; some task demands not adequately addressed  parts of message unclear  some problems responding to questions | 32  31  30 | attempts made to use structures that are appropriate for task and level  inconsistency and errors on major (basic) structures; syntactic/morphological errors  some errors compromise meaning | 19  18 | word choice limited, relies on simple vocabulary  performance characterized by hesitations or breaks | 19  18 | Pronunciation shows some major errors, intonation acceptable | 7.5 |
| attempt made to communicate; does not fulfill most task demands response to task inappropriate  over half of message unclear questionable evidence of preparation; significant problems responding to questions | 29  28  27 | attempts made to use structures that are appropriate for task and level  errors on major (basic) structures;  syntactic/morphological errors patterned errors  errors often compromise meaning | 17  16 | word choice inadequate for task or level  performance characterized by frequent hesitations or breaks | 17  16 | Pronunciation or intonation errors compromise understanding | 6.5 |
| no appropriate communication little or no evidence of preparation  inability to respond to questions | 25  24  23 | little evidence of control of structures necessary for the task and level  grammar highly inconsistent;  predominated by errors/inaccuracies patterned errors  errors severely compromise meaning | 15  14  13 | word choice inadequate for task or level  performance characterized by major breaks and hesitations | 15  14  13 | Pronunciation or intonation errors compromise meaning | 6 |
| communication breakdown | 20 | grammar control inadequate for task and level  too little production to evaluate errors block meaning | 12  13 | word choice inadequate for task or level, too little production to evaluate | 12  13 | Pronunciation or intonation errors predominate, block meaning | 5 |