

**STAGE I:  
MODEL ASSESSMENTS  
FOR GERMAN  
GRADES 6-8**

## Communication

**Expectation #1:** Initiate and sustain spoken and written communication by providing and obtaining factual information, expressing feelings and emotions, and exchanging opinions.

**Benchmark:** Ask and answer questions about topics such as family, school events, and celebrations in person or via letters, e-mail, audio, or video tapes.

### Stage I (6-8)

**Mode(s) of Communication:** Interpersonal (writing)

**Description:** Students will practice describing their family members in the form of a letter. They should include significant details about each person, including the person's name, age, and what he/she likes to do. They should also include the appropriate format of a letter, including the greeting and closing phrases.

**Prompt:** Imagine that you are writing to your new German pen pal for the first time. You would like to describe your family to him/her. Write a letter in which you describe your family and attach a picture or drawing of your family members whom you are describing. Include the following information for each family member:

- Name
- Age
- What he/she likes to do

Try to use a variety of sentence types and vocabulary. Avoid being repetitive. Be sure to ask your pen pal about his/her family.

**Grading:** Use the holistic writing rubric.

## Communication

**Expectation #2:** Comprehend the main ideas and significant details in written, live, and recorded messages prepared for a general audience of native speakers of the target language.

**Benchmark:** Comprehend the principal message contained in various media such as illustrated texts, posters, or advertisements.

### Stage I (6-8)

**Mode(s) of Communication:** Interpretive (reading)

**Description:** The following assessment can be given along with other assessments for reading texts on a similar topic. The following example is an advertisement for a “Kinderdisko”. You can use any advertisements that contain simple messages like this one.

**Prompt:** Look at the ad and answer the following questions in English.

Who would be most interested in the event being advertised here?

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Why? \_\_\_\_\_

**Grading:** Use the holistic reading rubric. Grade on the basis of vocabulary understanding.

See next page for visual.

Karte zum freien Eintritt  
Kinder - Karnevals-

Disco

Beginn jeweils 15.30 Uhr

mit der Kindertanzgruppe  
Wulfen und der  
Musicbox-Disco



Samstag, 1. Februar  
Erich-Klausener-Schule Herten



Mittwoch, 5. Februar  
Gemeinschaftshaus Wulfen

Donnerstag, 6. Februar  
Kolpinghaus Westerholt



Freitag, 7. Februar  
Stadtbibliothek Dorsten  
Ende um 17.30 Uhr

## Communication

**Expectation #3:** Present information and ideas on topics familiar to the presenter to general audience of listeners and readers.

**Benchmark:** Dramatize songs, poetry, or short personal stories commonly known by peers in the target culture for an appropriate audience.

### Stage I (6-8)

**Mode(s) of Communication:** Presentational (speaking)

**Description:** “Die Geschichte vom Suppen-Kaspar” is one of the poems that students can read in a unit on children's poems and stories. Read this poem with the class and identify the main lines and vocabulary together. Then give students the following assessment.

#### **Prompt:**

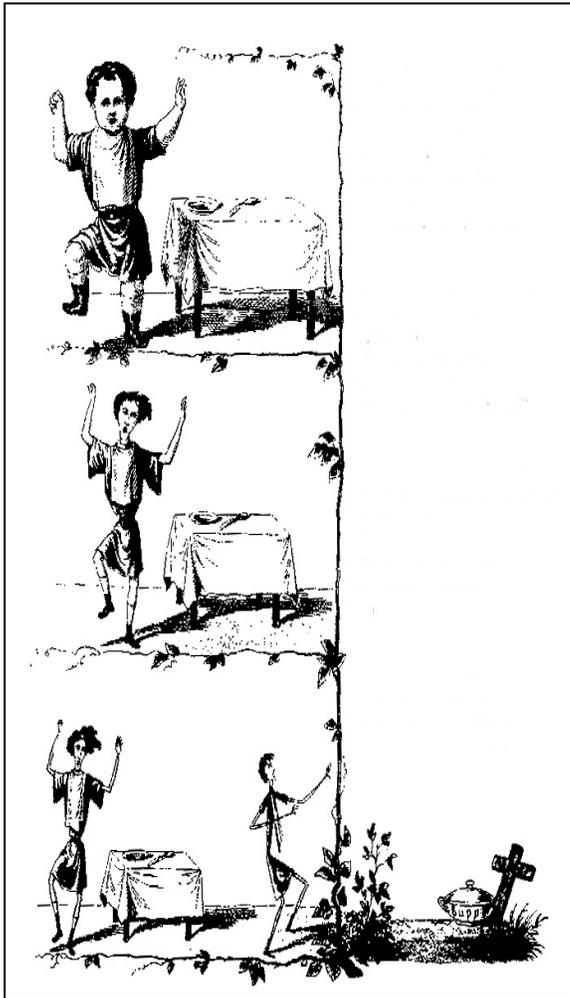
You and a partner do a skit of one of the poems we have read. Use the lines that you think are the most important from the poem. The rest of the class will guess which lines of the poem you are acting out. You may use any props or illustrations you create, but you may not use notes. You will have 2-3 minutes for your skit.

*Questions to consider:*

1. Which lines are the most important?
2. Which lines will you remember easily?
3. How can you divide the lines/parts so that both of you have a speaking part?

**Grading:** Use the holistic speaking rubric.

See poem next page.



Die Geschichte vom Suppen-Kaspar  
Der Kaspar, der war kerngesund,  
Ein dicker Bub und kugelrund.  
Er hatte Backen rot und frisch;  
Die Suppe aß er hübsch bei Tisch.  
Doch einmal fing er an zu schrein:  
"Ich esse keine Suppe! Nein!  
Ich esse meine Suppe nicht!  
Nein, meine Suppe eß ich nicht!"

Am nächsten Tag - ja sieh nur her!  
Da war er schon viel magerer.  
Da fing er wieder an zu schrein:  
"Ich esse keine Suppe! Nein!  
Ich esse meine Suppe nicht!  
Nein, meine Suppe eß ich nicht!"

Am dritten Tag, o weh und ach!  
Wie ist der Kaspar dünn und schwach!  
Doch als die Suppe kam herein,  
Gleich fing er wieder an zu schrein:  
"Ich esse keine Suppe! Nein!  
Ich esse meine Suppe nicht!  
Nein, meine Suppe eß ich nicht!"

Am vierten Tag endlich gar  
Der Kaspar wie ein Fädchen war.  
Er wog vielleicht ein halbes Lot -  
Und war am fünften Tage tot.

## Cultures

**Expectation #5:** Demonstrate an understanding of commonly accepted behaviors, beliefs, and points of view of the target language cultures and compare them with their own.

**Benchmark:** Use appropriate gestures and oral expressions of everyday interactions of the language and cultures studied such as greetings, leave-takings, and common classroom interactions.

### Stage I (6-8)

**Mode(s) of Communication:** Interpersonal (speaking)

**Description:** Give pairs of students brief situations to role play. You can give them either pictures or descriptions that represent a variety of situations in different contexts that would require students to know which register and gestures to use when communicating with another person. Use this as a game in which the other students have to guess what kind of situation the pairs are acting out.

**Prompt:** With a partner, role play the situation that you are given. Consider the degree of formality you should use with the other person.

#### Situations:

- A shopkeeper and a customer are greeting each other.
- A student and teacher are greeting each other before the first class of the day.
- A father and his child are saying goodbye before school starts.
- Two friends are saying goodbye to each other but will see each other later that day.
- Two adults are meeting for the first time.
- A mother is saying goodbye to her son/daughter.

**Grading:** Grade students according to whether they used an appropriate form of address and the correct gestures for that particular situation (time of day and level of formality). Possible points: 10 points (5 points for using appropriate phrase/ 5 points for using correct "you" form).

## Cultures

**Expectation #6:** Apply knowledge of the target language cultures to explain the relationship between their products and perspectives and compare them with those of their own.

**Benchmark:** Identify, experience, or read about expressive products of the culture such as children's songs, selections from children's literature, and types of artwork enjoyed by their peer group in the cultures studied and compare them with their own.

### Stage I (6-8)

**Mode(s) of Communication:** Presentational (writing)

**Description:** For this assessment, you can use any German music that is popular in German-speaking countries (Die Fantastischen Vier, Fettes Brot, Die Prinzen, Herbert Grönemeyer, usw.). It would be best to find a variety of genres (rap, rock, techno, etc.). The songs that you play can also be by German groups who sing in English because the students will be writing in German about what they *think* of the music. You can either prepare a cassette or CD with excerpts of music or play entire songs for the class. Do not discuss the music while the students are listening since the main purpose of this activity is for them to write their reactions to or thoughts about the music.

#### Prompt:

1. Listen to the following songs (or parts of songs) that are popular among young people in Germany right now. As you listen, take notes on what you think of the music by completing the sentences below.

Deutsche Teenager hören gern \_\_\_\_\_ Musik.

Ich finde deutsche Musik\_\_\_\_\_.

2. Now write a paragraph in which you compare popular German music with music that Americans your age like to listen to. Below are questions that you may use as a guide when writing your paragraph. Please do not simply answer the questions.

- Was für Musik hören deutsche Teenager gern?
- Wie heißen einige deutsche Gruppen?
- Was für Musik hören amerikanische Teenager gern?
- Wie heißen einige amerikanische Gruppen?
- Wie findest du deutsche Musik?
- Wie findest du amerikanische Musik?

**Grading:** Use the holistic writing rubric. Focus on language control and vocabulary use.

## Cultures

**Expectation #7:** Analyze and explain the significance of various literary genres, media, crafts, and the fine arts of the target language cultures.

**Benchmark:** Retell stories from selections of children's literature and describe types of artwork enjoyed or produced by their peer group in the cultures studied.

### Stage I (6-8)

**Mode(s) of Communication:** Interpretive (reading); presentational (writing)

**Description:** This item is based on the children's book *Wenn Schnuddel in die Schule geht* by Janosch. You can use any of Janosch's books (or other children's books). The assessment should be given after the class has read the book together several times.

#### **Prompt:**

Read the following excerpts from the book *Wenn Schnuddel in die Schule geht* and then match them with the appropriate pictures from the story. Then number the excerpts so that they are in an order that retells the story correctly. Next, make your own book that retells Schnuddel's story. You may illustrate your book however you like.

*Examples of excerpts from text:*

- "Morgen darfst du in die Schule gehen, Schnuddel. Lesen und schreiben lernen."
- "Das ist ein Blatt Papier, ich gehe in die Schule und lerne schreiben. Und das hier ist mein Kugelschreiber."
- "Ach, was hast du denn für einen schönen Drachen, Schnuddel?" rief der Kanari.

**Grading:** Use the holistic reading rubric for the ordering of the story. Use the holistic writing rubric and the visuals and artwork rubric to grade students' books.

## Cultures

**Expectation #8:** Describe significant influences (e.g. political, philosophical, and sociological) of the target language cultures.

**Benchmark:** Participate in various cultural practices, such as holidays, family celebrations and traditions and compare them to similar celebrations in their own culture.

### Stage I (6-8)

**Mode(s) of Communication:** Interpretive (reading)

**Description:** Students will demonstrate their knowledge of the tradition of the *Adventskalender*, including how, when, and why the calendar is used.

**Prompt:** Read the following text that was found on the Internet and then answer the questions in English.

Describe the tradition that this text represents.

What do the numbers in this text represent?

Do we have a similar tradition in our country? If so, explain what it is.

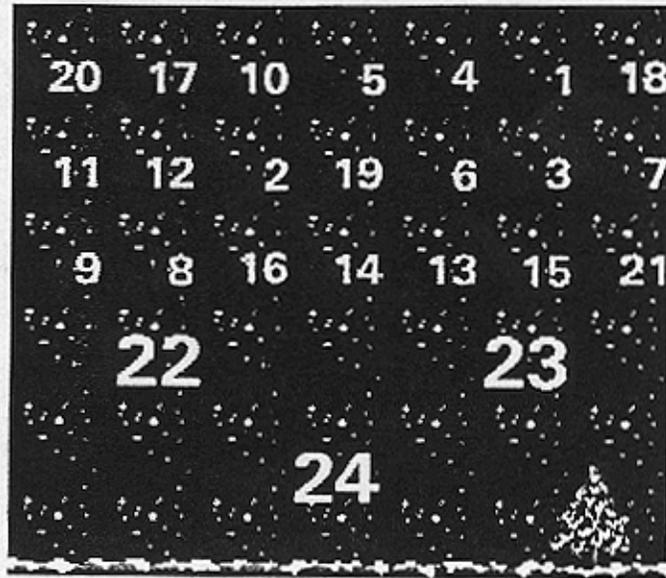
**Grading:** Use the holistic reading rubric. Grade on basis of vocabulary understanding.

See text next page.



Tag für Tag eine neue  
Überraschung!

Adventszeit 1999...



## Cultures

**Expectation #9:** Demonstrate an understanding of basic similarities and differences between their own language and culture and the target language and culture.

**Benchmark:** Recognize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the target language.

### Stage I (6-8)

**Mode(s) of Communication:** Interpretive (reading)

**Description:** Students will show that they understand what a cognate is, and they will be able to identify cognates in an authentic text.

**Prompt:** Skim the following text for any cognates (words or parts of words that look similar to or are the same as words in English). In the chart below, write the German words in the left column and the English words in the right column. Give as many examples as possible. Then answer the questions that follow in English.

**Grading:** Use the holistic reading rubric.



**Achtung! Änderungen möglich**

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8.30 **Aerobic** Zum Mitmachen  
9.00 **Automobilsport**  
    Formel 1: Großer Preis von Japan: 2. Zeittraining  
10.00 **Motorsport-Magazin**  
11.00 **Motorradsport** Magazin  
11.30 **Tunesien-Rallye** (Zus.)  
12.00 **Boxen K.o.** Magazin  
13.00 **Formel 1** (Wh. v. 9.00)  
14.00 **Reitsport** Live  
    Springreiter-Weltcup  
16.00 **Leichtathletik** Live  
    Straßen-WM im Staffellauf  
17.00 **Tanzen**  
18.00 **Reitsport** (Wh. v. 14.00)  
19.00 **Golf** 4-Ball in Paris  
20.00 **Formel 1** (Wh. v. 9.00)  
21.00 **Automobilsport** Indy Cars  
21.30 **Tunesien-Rallye** (Zus.)  
22.00 **Boxen** Live  
    WM im Weltergewicht  
0.00 **Ringen** EM in Athen  
1.00 **Automobilsport** Live  
    Formel 1 in Aida: Warm up  
1.30–2.00 **Eurofun** Magazin

<b>Deutsch</b>	<b>English</b>

- Based on the words that you just listed, and any other clues that you find in this text, what kind of text do you think this is?
- Where do you think it came from?

## Cultures

**Expectation #10:** For students of modern languages, interact in culturally appropriate ways with speakers of the target languages.

**Benchmark:** Demonstrate an awareness of formal and informal forms of language in greetings and leave-takings and use expressions of politeness in the target language.

### Stage I (6-8)

**Mode(s) of Communication:** Interpersonal (speaking)

**Description:** Students will role play situations in which they must ask a stranger for directions. The following is an example prompt. You can change it according to the destination that the student asking for directions needs to reach.

**Prompt:** Role play the following situation with another student:

Imagine that you are a tourist lost in Munich. You need directions to the main train station, so you ask an older German woman/man whom you see sitting on a park bench in the *Englischer Garten*. You must ask for directions, and the person sitting on the bench will give directions to the train station, using a map to show how to get there. Be sure to use greetings and say goodbye. Also be careful that you use the correct form of address with each other.

**Grading:** Use the holistic speaking rubric. Focus on whether students use culturally appropriate ways of speaking to strangers (more formal greetings and farewells; giving directions with the *Sie* form).

## Connections and Communities

**Expectation #11:** Use authentic target language sources to bring distinctive perspectives to research in and study of other disciplines.

**Benchmark:** Read and understand authentic materials such as menus, schedules, forms, and advertisements.

### Stage I (6-8)

**Mode(s) of Communication:** Interpretive (reading)

**Description:** This item is based on a copy of a menu from a train. The prices are given in six different European currencies. The assessment can be given during a cross-curricular unit on Western Europe with social studies.

**Prompt:** After looking over the menu from a German train, answer the following questions in English.

- 1) List the six currencies that are used in the price chart on this menu.
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.
  
- 2) Why do you think the menu lists these six different currencies?

**Grading:** Students should exhibit an understanding of vocabulary for the various countries. When answering the second question they should know that the currencies listed belong to neighboring countries. Point value: 8 points total (6 points for #1 and 2 points for #2)

See menu next page.

# Essen und Trinken an Ihrem Platz

Welche Möglichkeiten Sie in diesem Zug haben,  
unser Angebot zu nutzen, finden Sie im Faltblatt  
„Ihr Zugbegleiter“.

✕ und ① steht für Züge mit Zugrestaurant.

☞ steht für Züge mit minibar-Service ohne Zugrestaurant.

Unser minibar-Verkäufer kommt auch zu Ihnen und hält  
Erfrischungen für Sie bereit.

	① in Deutsch- land DM	① in der Schweiz Sfrs	A in Öster- reich O.S	NL in den Nieder- landen fl	F in Frank- reich FF	B in Belgien FB
<b>Kleine Gerichte</b>						
Bockwurst, Scheibe Brot, Senf	3.50	3.-	25.-	4.10	12.20	76.-
 Wurst Baguette oder Käse Baguette	3.50	3.-	25.-	4.10	12.20	76.-
Herzhafte Brotschnitte, schmackhaft belegt mit Salami oder Käse	3.50	3.-	25.-	4.10	12.20	76.-
<b>Heiße Getränke</b>						
 Kännchen Kaffee mit löslichem Kaffee	4.45	3.80	32.-	5.20	15.50	96.-
Kännchen Tee	4.45	3.80	32.-	5.20	15.50	96.-
Kännchen entcaffeinierter Kaffee (HAG) mit löslichem Kaffee	4.45	3.80	32.-	5.20	15.50	96.-
<b>Süßwaren</b>						
Packung Ritter-Sport-Schokoladen- Täfelchen (150g)*	2.90	2.50	21.-	3.40	10.10	63.-
Packung Leibniz Butterkekse (8 Stück)	1.40	1.20	10.-	1.65	4.90	30.-
 Zwei Scheiben Marmorkuchen	2.65	2.30	19.-	3.10	9.20	57.-
Packung Schoko- Leibniz Mini (8 Stück)	1.80	1.55	13.-	2.10	6.30	39.-

## Connections and Communities

**Expectation #12:** Use the target language to acquire information in other disciplines.

**Benchmark:** Compare target-language folk songs with similar songs from their own culture.

### Stage I (6-8)

**Mode(s) of Communication:** Interpretive (listening)

**Description:** Students will listen to the English and German versions of *Bruder Jakob*. They will complete a chart with information about the content of the song as they listen and will then compare and contrast the two versions.

### Prompt:

Listen to this popular children's song and fill in the first column with the missing answers. Write your answers in English. Then think about a similar song that you have heard in English and fill in the missing information in the second column.

Text:

*Bruder Jakob, Bruder Jakob,  
Schläfst du noch, schläfst du noch?  
Hörst du nicht die Glocken,  
Hörst du nicht die Glocken?  
Bim, bam, bim, bim, bam, bim.*

	<b>Bruder Jakob</b>	<b>Brother John</b>
What is the name of the person in this song?		
What is the first question that the singer asks?		
What is the second question that the singer asks?		

Now compare the information in the two columns and answer the questions below.

How are the two songs similar?

How are the songs different from each other?

**Grading:** Use the holistic listening rubric.

## Connections and Communities

**Expectation #13:** Explain distinctive cultural and linguistic perspectives about information acquired in the target language.

**Benchmark:** Understand words and ideas that can only be grasped through the original language and cultures.

### Stage I (6-8)

**Mode(s) of Communication:** Interpretive (listening)

**Description:** For this assessment, you can use any video or audio clips of conversations between two people:

- two adults (who are formal with each other)
- two children

**Prompt:** Listen to the two separate conversations and then answer the following questions.

- What words do the people use to address each other?

Conversation 1: \_\_\_\_\_

Conversation 2: \_\_\_\_\_

2. What do these words mean? Explain why they use different words.

**Grading:** The assessment is worth 4 points (2 points for each question).

## Connections and Communities

**Expectation #14:** Use the target language to demonstrate an understanding of concepts learned in other disciplines.

**Benchmark:** Demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, or geographical concepts.

### Stage I (6-8)

**Mode(s) of Communication:** Interpretive (listening)

**Description:** The following is a listening item. You could use any TV or radio weather report for this assessment. This particular listening text is a video clip (Holt, Rinehart, Winston) taken from the TV news. The questions that are based on this listening text assess the student's listening skills as well as understanding of the concept of Celcius.

**Prompt:** Watch the weather report and listen for the temperatures in several different European cities. Fill in the chart with the missing temperatures and then answer the questions that follow.

Stadt	Temperatur
Leipzig	10 Grad
Munich	
Cologne	
Stockholm	
Zurich	
Palma di Mallorca	
Athens	
Istanbul	

- During which season does this weather report take place?
- What words or other clues tell you that?
- Which city from the table has a temperature most similar to your city's temperatures for that season?
- How warm or cold is that according to our thermometer?

**Grading:** The chart could be graded according to whether the students understood the correct temperature. Use the holistic listening rubric to grade the follow-up questions. Incorporate elements that consider the students' knowledge of the seasons, temperatures, etc.

## **Videoclip: Wetterbericht**

*Expanded Video Program only*

### **Und nun ein Wetterbericht:**

Genau, Maxi Biewert und das Wetter für heute, bitte schön.

Ich wünsche Ihnen einen schönen guten Morgen! Und auch heute sieht das Wetter bei uns wieder einige Abwechslung vor. Denn ein Hoch macht sich breit über der Nordsee, aber dazu gleich mehr. Auf dem Satellitenfilm kann ich Ihnen jetzt noch einmal „Johanna“ zeigen, das Tief, was uns also gestern beschäftigte, es liegt jetzt hier und verlagert sich weiter nach Südosten. Tja, und für uns ist diese Hochdruckbrücke hier von England bis nach Schweden heute wetterbestimmend, zumindest in der Nordhälfte Deutschlands. Hier wird es nämlich im Tagesverlauf zu Aufheiterungen kommen. Zu Schneefall kommt es allerdings im Süden und Südosten Deutschlands, und dabei bleibt es auch heute. Zu den Temperaturen: 1 Grad plus wird in Leipzig heute erwartet, 3 Grad für München, in Berlin, sowie in Rostock; 4 für Hamburg und in Köln; und Frankfurt an der Spitze mit 5 Grad plus. Zu Schneefall wird es heute auch in Österreich, der Schweiz und Ungarn kommen, aber auch in Prag, Warschau und Oslo gibt es Flockentreiben. In Stockholm gibt es auch Flockentreiben bei 0 Grad, Warschau minus 2 Grad, also hier bleibt die weiße Pracht liegen. Null Grad und richtiges Matschwetter heute für Wien, plus 1 Grad in Zürich; Luxemburg bei 4 Grad, etwas wärmer Palma de Mallorca mit 15 Grad und Sonnenschein, noch wärmer in Athen mit plus 18 Grad, und auch hier scheint heute die Sonne.

Zehn Grad für Istanbul, minus 11 Grad für Moskau. In den kommenden drei Tagen ist es nicht mehr ganz so feucht, es kommt also zu Aufheiterungen. Von Nordwesten her greifen sie auf uns über, die Temperaturen verändern sich allerdings kaum

## Connections and Communities

**Expectation #15:** Students present information about the target language and culture to others.

**Benchmark:** Students present information about the target language and culture to others.

### Stage I (6-8)

**Mode(s) of Communication:** Presentational (writing, speaking)

**Description:** The following project would be given as an assessment after/during a unit on food and ordering in a restaurant. It involves creating a restaurant or café for parents, grandparents, or friends to visit after school hours. The students could offer typical German food and drinks. They can also offer "imaginary" dishes, since the main focus of this project is on the students teaching their guests how to order food, how to express their likes or dislikes for a particular food.

**Prompt:** There are two parts to this project.

- 1) Each of you will design an invitation to our German restaurant. You may send it to one person whom you would like to invite (parents, grandparents, friends, etc.). Be sure that your invitation is only in German (you can help the invited person understand it later). Include all of the important information (Wo? Wann? Was?)
- 2) There will be three groups for the next part of the project. Find the group that interests you the most and work together with the other students in your group to do the following:

Group One: You will be the greeters. Your job is to teach your guests how to say hello and how to say their name in German.

Group Two: You will be the servers. Your job is to teach your guests how to order their food and drinks and how to say thank you.

Group Three: You will provide the entertainment. Find a song that you would like to perform for the guests and have them sing along with you.

**\*\*\*Note to all three groups:** Be creative in your methods of teaching your guests German! Remember that it is difficult when you are a beginner. You can create visuals, cue cards, games, or other activities that will help them to learn German.

**Grading:** Use the holistic writing and the holistic speaking rubrics. Students can be graded in two different areas. When grading the writing (invitations), focus on language control.

When grading the speaking (teaching their guests), focus on language control and cultural awareness.