

STAGE I

STAGE I: MODEL ASSESSMENTS FOR GERMAN GRADES K-5

Communication

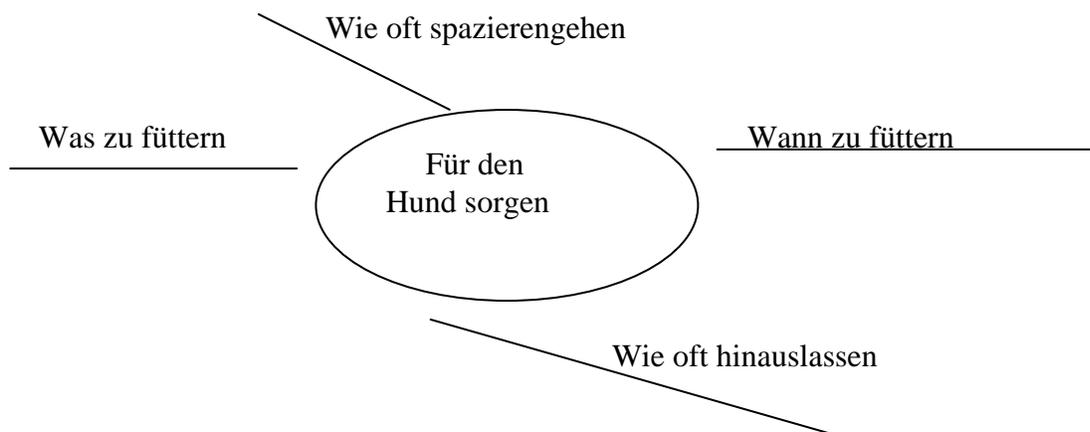
Expectation #1: Initiate and sustain spoken and written communication by providing and obtaining factual information, expressing feelings and emotions, and exchanging opinions.

Benchmark: Give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities.

Stage I (K-5)

Mode(s) of Communication: Interpersonal (writing)

Description: This item is a writing assessment that requires students to communicate in the interpersonal mode. Any prompt to compose a short list, e.g., going to the grocery store, going on a picnic, getting ready for a quiz, etc. A prewriting activity could include webbing ideas as in the following example:



Prompt: Your friend is taking care of your dog while you go to camp. Write a list to tell him what to do, including at least 5 instructions.

Grading: Use the holistic writing rubric. The list should include at least five different instructions (what, when, how much and how often to feed the dog, when to exercise him, etc.).

Communication

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Stage I (K-5)

Mode(s) of Communication: Interpersonal (speaking/listening)

Description: This is a listening/speaking prompt. Any picture whereby one student gives a set of directions and a second student follows the directions and makes the appropriate markings is applicable.

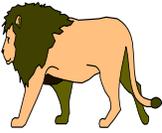
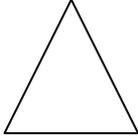
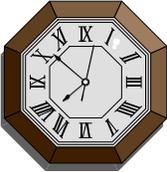
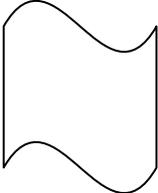
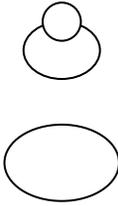
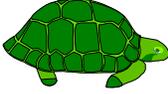
Prompt: You see a grid with many different pictures. Listen as your partner tells you how to mark the pictures. If you need to, ask your partner to repeat, speak louder, etc.

Sample instructions for the partner who is giving directions.

1. Male die deutsche Fahne.
2. Male einen roten Hut auf die grüne Schildkröte.
3. Rechne die mathematische Aufgabe aus und schreibe die Antwort
4. Streiche das Bild durch, das links von dem Hasen steht.
5. Finde den Fussballspieler. Male das Bild, das nördlich davon steht.
6. Unterstreiche das Bild des Tieres, das sehr ärgerlich aussieht.
7. Zeichne ein Viereck über dem Dreieck.
8. Zeichne einen Hut auf den Schneemann.

Grading: Use an 8-point system to grade the partner who is following directions. If you wish to grade the pronunciation of the student reciting the directions, use a modified version of the holistic speaking rubric.

See next page for grid.

			
			
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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 main ideas of age-appropriate oral narratives such as personal anecdotes, familiar children's stories, and other narratives based on familiar themes.

Stage I (K-5)

Mode(s) of Communication: Interpretive (listening)

Description: The student will listen to a brief story on audio tape and determine the main character, setting, problem, and solution of the story by writing the answers to the four questions about main character, setting, problem, and solution. Below is the script for an adaptation of "The Boy Who Cried Wolf".

"Der junge Schäfer"

Es gibt einen Jungen. Der Junge heißt Hugo. Hugo ist ein Schäfer. Hugo wohnt mit seiner Familie in den Bergen. Eines Tages sorgt Hugo für die Schafe. Er findet es langweilig. Hugo schreit: „Ein Wolf! Es gibt einen Wolf!“ Der Vater läuft zu Hugo aber es gibt keinen Wolf. Es ist ein Witz. Hugo lacht. Der Vater ärgert sich über Hugo.

Am nächsten Tag findet Hugo es noch immer langweilig. Hugo schreit: „Ein Wolf! Es gibt einen Wolf!“ Der Vater läuft zu Hugo, aber es gibt keinen Wolf. Es ist ein Witz. Hugo lacht sehr. Der Vater ist wütend.

Am nächsten Tag kommt ein Wolf auf den Berg. Hugo schreit: „Ein Wolf! Es gibt einen Wolf!“, aber der Vater kommt nicht. Der Vater hört Hugo nicht. Der Vater sagt: „Es ist ein Witz.“ Aber es ist kein Witz.

Der Wolf isst viele Schafe. Hugo weint und weint. Der Wolf lacht sehr.

Prompt: Listen to the audio tape. You will hear a familiar story. After you have listened to the story, you will be asked to determine the main character(s), the setting, the story's problem, and its solution. You will be asked to write the answers down on paper.

Fragen:

Wer ist die Hauptfigur? _____

Wo findet die Geschichte statt? _____

Was ist das Problem? _____

Wie ist das Ende der Geschichte? _____

Grading: The answers to the four questions will determine whether the student comprehends the story. You may assign 5 points to each question. This assessment checks comprehension only; do not include accuracy in spelling and grammar as part of the grading criteria.

Communication

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

Benchmark: Deliver short oral or written messages and exchange the information with another language class either locally or at a distance.

Stage I (K-5)

Mode(s) of Communication: Presentational (speaking)

Description: One partner will select a photo of him/herself or his/her family to describe to a partner. The other partner can share the new information by writing down the basic facts as s/he listens to the description. As a follow-up activity the class can match the written description and the photo.

Prompt: You will work with a partner for this activity. One partner will describe the photo. The other partner will listen and write down the basic facts that s/he hears.

Grading: Use two rubrics. Use the holistic speaking rubric to grade the partner who is describing the photo. Use the holistic listening rubric to grade the partner who is writing the description.

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: Perform age-appropriate cultural activities such as games, songs, celebrations, storytelling, and dramatization in the language studied and compare them with their own.

Stage I (K-5)

Mode(s) of Communication: Presentational (speaking)

Description: Students will celebrate a classmate's birthday with the German birthday song.

Prompt: At the signal of the teacher or another classmate, sing the German "Hoch soll er leben".

Grading: Teacher observes whether students: 1) know the words in German; 2) pronounce the words correctly; 3) know when to use "er" or "sie." Award 3 points for each.

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 and describe tangible cultural products such as toys, clothing, types of dwellings, and foods and compare them with those of their own.

Stage I (K-5)

Mode(s) of Communication: Interpretive (reading)

Description: The student will read a passage in German about a typical German breakfast. The student will identify and list three things that are different from a typical American breakfast. The teacher should find a sample from a simple text or use a teacher-generated text. The following prompt can be applied to any reading sample in this context.

Prompt: Read the following description of a typical German breakfast and list three examples of cultural differences between German and American eating habits. This can include what they eat and how they eat.

Wie die Deutschen essen:

Wie die Amerikaner essen:

Grading: Use the holistic reading rubric.

Cultures

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

Benchmark: Identify and discuss artwork, crafts, or media products enjoyed or made by their peer group within the cultures studied.

Stage I (K-5)

Mode(s) of Communication: Presentational (speaking)

Description: Two students will be given a set of pictures that depict the main events of a Grimm's fairy tale. One student will verbally sequence the events of the story by describing the picture or the actions in the picture. The other student will listen to the description and move the pictures in sequential order. The actual assessment focuses on the speaking part.

Prompt: Partner 1: Look at the pictures for the story "Rotkäppchen." They are not in order. Describe the pictures in the order of the story but do not touch or point to them. As you do so, your partner will listen and move the cards into the order you describe. As you speak, your answers will be tape recorded.

Partner 2: Listen as your partner describes the pictures from the story "Rotkäppchen". Place the cards in the order your partner describes. Your partner will be recorded while retelling the story.

Grading: Use the holistic speaking rubric to grade partner #1. Focus on the strategies and structures used by the student to make his/her message clear to the partner.

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 (K-5)

Mode(s) of Communication: Interpretive (reading)

Description: Students will look at the invitations from two birthday parties – one German and the other American. They will then answer questions to compare the two invitations. (You can use any birthday invitations for this assessment.)

Prompt: Look at the two birthday cards below. Compare the two cards by answering the questions in English.

- Where does the German birthday party take place?
- Where does the American birthday party take place?
- How many kids are invited to each party?
- Compare the times that each party starts and how long each lasts.
- On what date does each party take place? What can you say about the actual birthdate in each custom?

Grading: Each question is worth 2 points.

Cultures

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

Benchmark: Cite and use examples of words that are borrowed in the language they are learning and in their own, and offer explanations about why languages in general might need to borrow words.

Stage I (K-5)

Mode(s) of Communication: Interpretive (reading)

Description: The student will read an ad in German and circle the borrowed words that appear in the text.

Prompt: Look at the German advertisement and circle all of the English words you see. Then answer the following questions to help you understand why these words have been borrowed from the English language.

- What types of words have you circled (parts of speech)?
- Are these words that would have been used in the 1800's? Explain/ give an example.
- What topics are they related to?
- Now can you make a hypothesis based on your observations about why these particular words have been borrowed from English?

Grading: Use the holistic reading rubric. Concentrate on whether the students' answers demonstrate that they have understood the context in which the words are used in order to arrive at reasonable explanations.

BUGGYS - AUTOSITZE - SPORTWAGEN

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für preiswerte Kinderkleidung - Gr. 164

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KINDERBETTCHEN - WIEGEN - WIPPEN



Cultures

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

Benchmark: Use appropriate gestures and oral expressions for greetings, leave-takings, and common classroom interactions.

Stage I (K-5)

Mode(s) of Communication: Interpersonal (speaking)

Description: Students will demonstrate their understanding of the oral expressions (e.g. *du* and *Sie*) and the accompanying gestures as they greet and end a conversation with classmates and adults such as parents or teachers and administrators. Groups of four students will switch roles in their small cooperative learning groups, with three students acting out the greetings and one student assessing the others using a checklist. The teacher will rotate from group to group to observe the progress of the groups and to ensure that the students are assessing each other. The checklists completed by the student recorders become the assessment tool.

Prompt: You will work in groups of four. Each member will have an assigned task: one is the teacher, the second is a student, the third is an unknown adult, and the fourth serves as the recorder for the group. The recorder will use the checklist provided to record how well each group member responds. Then exchange roles so that each person in the group has the job as recorder.

Grading: The students will use the checklist on the following page for this assessment.

Student can speak and use gestures to greet:	wunderbar (+)	gut (/)	nicht gut (-)
1. teacher (name: _____)			
2. another student (name: _____)			
3. an unknown adult (name: _____)			
4. student recorder (name: _____)			
Student can speak and use gestures to finish the conversation with:			
1. teacher (name: _____)			
2. another student (name: _____)			
3. an unknown adult (name: _____)			

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 (K-5)

Mode(s) of Communication: Interpretive (reading)

Description: Students will look at a German recipe whose directions have been scrambled. Then they will rearrange the directions so that the recipe can be followed. As a warm-up activity, students should 1) observe and listen to a demonstration of a similar recipe by the teacher, and 2) prepare a recipe in their small cooperative learning groups by following directions in German.

Prompt: On your handout you will see a recipe with a list of ingredients and the preparation steps. Right now, the steps are not in the correct order. Put them in the right sequence for making the recipe; then write a title for the recipe.

Grading: Use the holistic reading rubric

Connections and Communities

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

Benchmark: Compare illustrations in target-language children's books that show views of people and places in the world with those that can be found in similar publications from their own culture.

Stage I (K-5)

Mode(s) of Communication: Interpretive (viewing)

Description: Students draw a picture of common objects, like bread, eggs, a doorknob, their favorite stuffed animal, etc. Then you use flashcards, drawings, or magazine pictures of the same objects from the target culture. Students will compare the objects with those from their own culture. Examples are:

ein WC	ein Brot
ein Dackel	eine Wurst
ein Igel	eine Milchkanne
eine Laterne	eine Haselnuss
ein Ei	

The assessment requires the students to match their drawings with the teacher's illustrations.

Prompt: Look at the two columns of pictures on the chalkboard. Match the pictures in column A (student drawings) with the pictures in column B (teacher's drawings).

Grading: Assign one point for each pair of pictures that is correctly matched.

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 (K-5)

Mode(s) of Communication: Interpretive (reading)

Description: Students will draw a picture to represent the word they read.

Prompt: Choose a word from the list below and draw a picture to show that you know the meaning of the word.

Federbett
Knödel
Semmeln

Schultüte
Igel
Eisbecher

Edelweiss
Rucksack

Grading: Use the visuals & artwork rubric.

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 (K-5)

Mode(s) of Communication: Presentational (speaking)

Description: Students will look at a graph of the weather for an entire month that includes the number of days of sun, rain, and wind as well as the temperature. Students will then give a weather report to the entire class using the present tense.

Prompt: You will pick a piece of paper out of the hat with a date on it. Then you will give a weather report to the class for that date. You may talk about the temperature, the amount of sunshine or rain, the other days of the week, etc.

Grading: Use the holistic speaking rubric.

Connections and Communities

Expectation #15: Use the target language beyond the school setting.

Benchmark: Students communicate on a personal level with speakers of the target language via letters, e-mail, audio, and video tapes.

Stage I (K-5)

Mode(s) of Communication: Interpersonal (writing)

Description: Students will show evidence of communication with German speakers through letters or e-mails. This assessment will span an extended period of time (approximately one grading period). There are numerous websites from which one can obtain e-mail pals. One e-mail pal should be assigned to each student.

Prompt: You will receive the name and e-mail address of a German-speaking student. You will submit four different pieces of evidence of communication with your friend:

- 1) your written introductory letter in German
- 2) your friend's written response in German
- 3) a list of the questions in German that you have written to include in a second letter to your German-speaking friend.
- 4) your German-speaking friend's responses to the questions in the second letter.

Grading: Use the holistic writing rubric, concentrating on communication strategies used by the student to maintain correspondence via e-mail. A checklist will also simplify the record-keeping and scoring process during the course of the project.