



## German | 2013-2014 Assessment Report

Benchmark	Comments	Recommendation
<p><b>participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance.</b></p>	<p>This benchmark is assessed in all of our courses in one way or another through embedded assessment. All upper-level (and for the most part our lower-level) courses are taught entirely in the target language. Students are asked to converse on a variety of topics across our curriculum both informally before and after class as well as more formally through discussions and/or class presentations.</p>	<p>No changes should be made. Continue to encourage students to attend our conversation tables and include increased focus on these types of exchanges at those tables.</p>
<p><b>demonstrate the ability to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect. Narration and description tend to be combined and interwo-ven to relate relevant and supporting facts in connected, paragraph-length discourse.</b></p>	<p>These skills are taught and supported in all courses but especially in the 225/325 sequence required of all majors.</p>	<p>No changes should be made. We continue to have students write papers in German in all courses.</p>
<p><b>Can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced Mid speakers performing Advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Their discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.</b></p>	<p>An essential portion of this benchmark is vocabulary and the student's grasp of a broad vocabulary as well as strategies of circumlocution when this vocabulary is absent. Our curriculum is designed to provide broad exposure to differing lexis/lexicons. From Business German to Translation Studies to literature and culture courses, students are provided with wide-ranging examples of specialized terminology.</p>	<p>This is one of the more difficult learning goals to assess, given that there is such a broad range of vocabulary involved. Embedded assessment to test vocabulary knowledge is the best option here.</p>
<p><b>contribute to conversations on a variety of familiar topics, dealt with</b></p>	<p>This benchmark is emphasized in our Advanced Grammar class in</p>	<p>Currently we state that graduating German majors</p>

<p><b>concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline.</b></p>	<p>which we have begun incorporating phonetics. For students to be understood by native speakers requires not only a certain degree of linguistic accuracy, but also, and perhaps more importantly, clarity in interlocution.</p>	<p>should achieve ACTFL “advanced mid” proficiency. In a Modern Language meeting this year, we all agreed that this is too high as our students are not meeting that benchmark. We recommend lowering that expectation to Intermediate High.</p>
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