

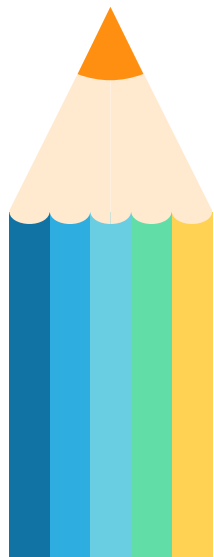


Developmental Rubrics

21.10.2021

Nathaniel Smith
Australien

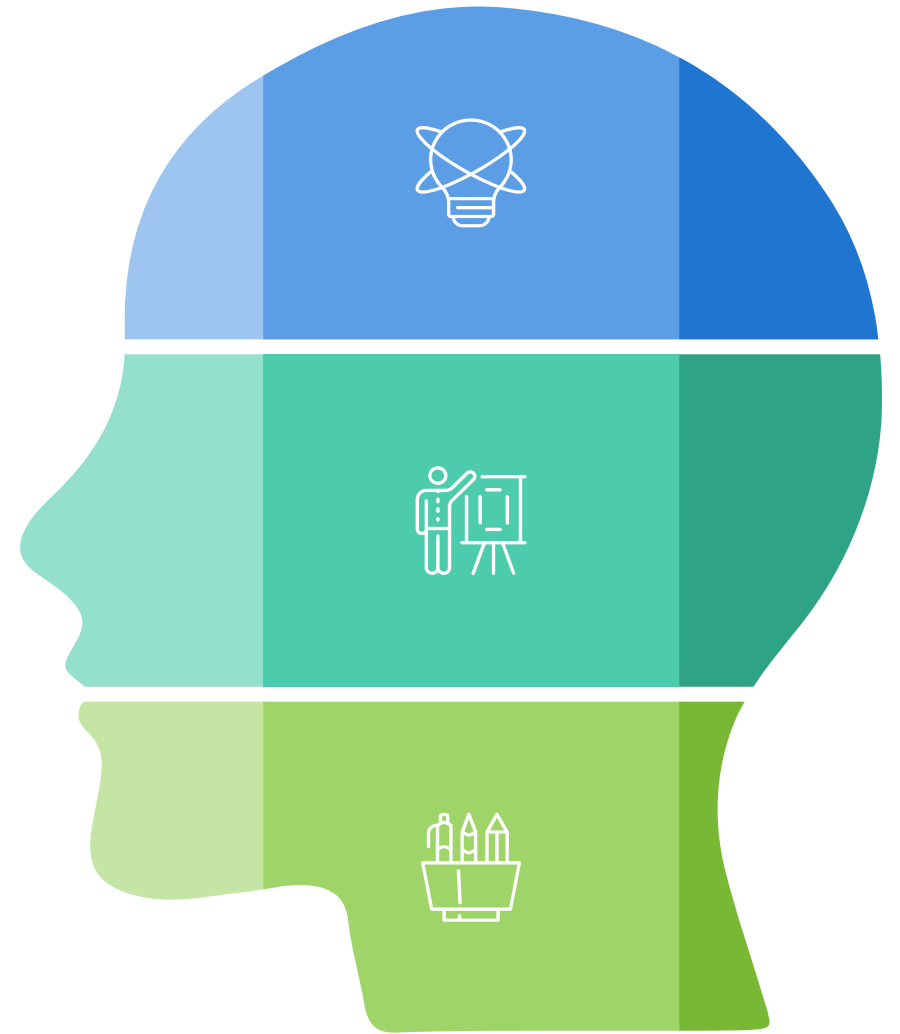
Was sind 'Developmental Rubrics'?



- Ein **Bewertungsschema**, bei dem es **nicht um Notenverteilung geht**, sondern darum, den Lernprozess und die **Entwicklung der Lernenden zu messen**.
- helfen Schüler*innen und Student*innen anhand **klarer Kriterien zu erkennen, wo sie in Bezug auf ihre Zielerreichung stehen**
- **Sie mindern subjektive Bewertungen** und konzentrieren sich auf beobachtbare Fähigkeiten oder Wissen.

QUALITY CRITERIA	1.1.6	1.2.6	1.3.6 Führt ein Gespräch und korrigiert sich selbst	1.4.6	2.1.6 Evaluates and ranks importance of information	2.2.6 Evaluates and ranks importance of information	3.1.6	3.2.6	3.3.6	AT STANDARD	
	1.1.5	1.2.5	1.3.5 Führt ein Gespräch	1.4.5	2.1.5 Summarises key information	2.2.5 Summarises key information	3.1.5	3.2.5	3.3.5		
	1.1.4	1.2.4 Antwortet in ganzen Sätzen mit korrekten Informationen von der Karte (z.B Geburtsdatum oder Sprachen)	1.3.4 Führt ein Gespräch mit Zurückhaltung oder Zögern	1.4.4 Makes simple requests (e.g., <i>wie bitte? Wie heißt das auf Deutsch?</i>)	2.1.4 Identifies specific points of information	2.2.4 Identifies specific points of information	3.1.4 Produces correct pronunciation	3.2.4 Applies correct verb endings	3.3.4		
	1.1.3 Stellt relevante vollständige Fragen	1.2.3 Antwortet in ganzen Sätzen	1.3.3 Führt ein Gespräch mit Aufforderung <i>Aufforderung = Lehrer*in ermutigt oder erinnert</i>	1.4.3 Participates in routines and exchanges (e.g., teacher instructions, student asking question)	2.1.3 Identifies general information and gist	2.2.3 Identifies general information and gist	3.1.3 Produces pronunciation mistakes that do not impact understanding. <i>mistake = isolated slip-ups</i>	3.2.3 Applies verb endings with mistakes <i>mistake = isolated slip-ups</i>	3.3.3 Applies appropriate question words		
	1.1.2 Stellt relevante unvollständige Fragen (z.B „Wann Geburtstag?“)	1.2.2 Antwortet in einem Wort (z.B „Oktober“)	1.3.2 Führt ein Gespräch mit Unterstützung <i>Unterstützung = Lehrer*in ergänzt oder übersetzt</i>	1.4.2 Matches classroom instructions in English and German through set tasks	2.1.2 Identifies the topic of the text(s)	2.2.2 Identifies the topic of the text(s)	3.1.2 Produces pronunciation errors that do not impact understanding <i>error = pattern of incorrect pronunciation</i>	3.2.2 Applies verb endings with conjugation errors (i.e., 'Ich hast', 'Habe du?') <i>error = pattern of incorrect endings</i>	3.3.2 Applies question words with mistakes (i.e., 'wann', 'wo', 'woher', 'wie', 'was') <i>mistake = isolated slip-ups</i>		
	1.1.1	1.2.1	1.3.1 Beginnt und endet das Gespräch	1.4.1 Identifies classroom instructions through visual support	2.1.1	2.2.1	3.1.1 Produces pronunciation errors which impact understanding (e.g. 'ik' or 'ie/ei' or 'wee heißt du?' and letters of the alphabet)	3.2.1	3.3.1		BELOW STANDARD
	nicht genügend Beweise	nicht genügend Beweise	nicht genügend Beweise	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence		
Indicators	1.1 Fragen stellen	1.2 antworten	1.3 Redefluss / mündliche Sprachkompetenz	1.4 Responding to Classroom language	2.1 Listening	2.2 Reading	2.1 Pronunciation	2.2 Verb endings	2.3 Use of question words	ACHIEVEMENT STANDARD	
Skills & Knowledge	Socialising Socialise and interact with peers to exchange greetings and factual information about self; participate in class routines; give and respond to instructions.				Informing: Identify topic, gist and specific points of information in a range of simple spoken and written texts relating to own world and that of other teenagers		Systems of language Recognise and use key features of the German sound system including pronunciation, rhythm, stress. They differentiate statements, questions according to intonation and sentence structure. They use a range of grammatical elements to describe people				
Strands	COMMUNICATING						UNDERSTANDING				

Wie können wir Lernergebnisse verbessern?





Eine Frage, viele Möglichkeiten, drei Vorschläge

- 1) Arbeitsanweisungen**
- 2) Lösungsbeispiele oder
'Endprodukte'**
- 3) Rubriken / Beurteilungskriterien**

Deutschland

● Haare selber schneiden

Suchbegriff



- *Der Wert 100 steht für die höchste Beliebtheit dieses Suchbegriffs.*
- *Der Wert 50 bedeutet, dass der Begriff halb so beliebt ist.*
- *Der Wert 0 bedeutet, dass für diesen Begriff nicht genügend Daten vorlagen.*

Anweisungen

WikiHow: die Haare selber schneiden

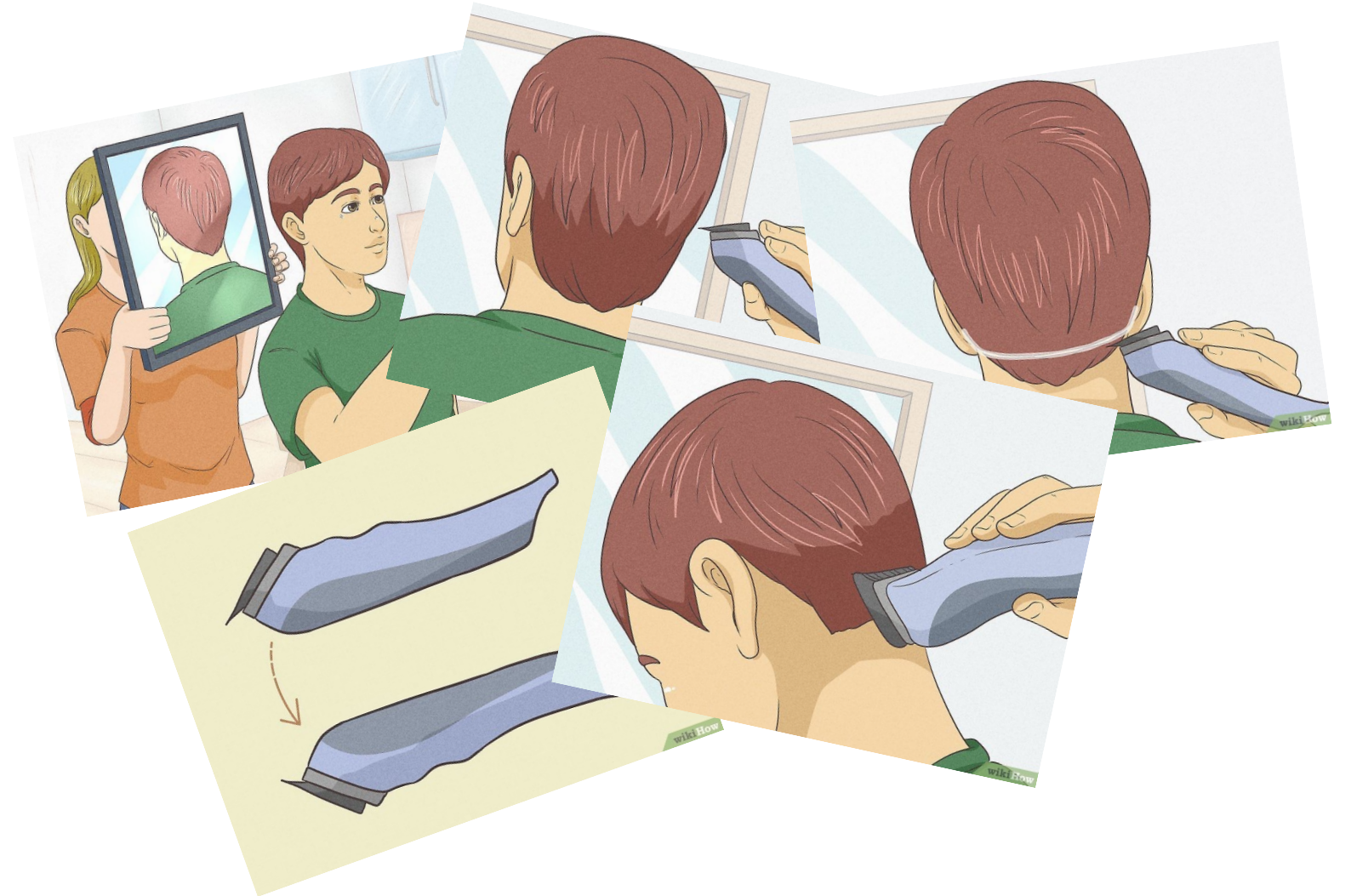
- Positioniere das Haarschneidegerät mit der Klingenseite nach oben. Die Zähne der Klinge müssen zu deinem Hinterkopf zeigen. Die Klinge verläuft parallel zum Boden.
- Wechsle während des ganzen Vorgangs die Hand, mit der du das Haarschneidegerät hältst. Wenn du zum Beispiel die rechte Seite deines Nackens schneidest, halte das Haarschneidegerät in deiner rechten Hand. Wechsle, wenn du dich an deinem Nacken entlang arbeitest.
- Du musst auch die Hand wechseln, die den Spiegel hält, wenn du die Hand änderst, in der du das Haarschneidegerät hältst. Lasse nach Möglichkeit einen Freund oder Verwandten den Spiegel für dich halten.



[\("Die Haare an deinem Hinterkopf schneiden: 12 Schritte \(mit Bildern\) – wikiHow", 2021\)](#)

Endprodukte, Beispiele

WikiHow: die Haare selber schneiden



[\("Die Haare an deinem Hinterkopf schneiden: 12 Schritte \(mit Bildern\) – wikiHow", 2021\)](#)

Endprodukte, Beispiele

WikiHow: die Haare selber schneiden



Alison Watson / Facebook

<https://propermanchester.com/feature/people-have-been-sharing-their-bad-lockdown-haircuts-and-some-of-these-are-awful/>



[\("Die Haare an deinem Hinterkopf schneiden: 12 Schritte \(mit Bildern\) – wikiHow", 2021\)](#)

Endprodukte, Beispiele

WikiHow: die Haare selber schneiden



Jodie Tucker / Facebook





Eine Frage, viele Möglichkeiten, drei Vorschläge

- 1) **Arbeitsanweisungen**
- 2) **Lösungsbeispiele oder
'Endprodukte'**
- 3) **Rubriken / Beurteilungskriterien**

Ausführung der Aufgabe

10

Aufgabe wurde auf sehr hohem Niveau gelöst

Intention: Absolut klar
Anweisungen: Gänzlich befolgt
Wirkung: Sehr positive Wirkung auf den Adressaten
Ergebnis: Wird sicherlich erfolgreich sein
Inhalt: Alle wichtigen Details sind enthalten
 Einige originelle Ideen zum Thema

EuroExam: Bewertungskriterien für die Sprachmittlung, Niveau C1
<https://www.yumpu.com/de/document/read/10503471/bewertungskriterien-fur-die-sprachmittlung-euroexam>

Mündliche Kompetenz							Assessment Angemessenheit							Aussprache, Tempo, Intonation, Klarheit					
5	4	3	2	1	0	5	4	3	2	1	0	5	4	3	2	1	0		

Box Hill High School - Bewertungskriterien. Klasse 7 Partnerinterview

	A	B	C	D	E
Spektrum: Kohärenz, Wortschatz, Strukturen	angemessen und differenziert	überwiegend angemessen	teilweise angemessen	kaum angemessen	
Beherrschung: Kohärenz, Wortschatz, Strukturen	vereinzelte Fehlgriffe beeinträchtigen das Verständnis nicht	mehrere Fehlgriffe beeinträchtigen das Verständnis nicht	mehrere Fehlgriffe beeinträchtigen das Verständnis teilweise	mehrere Fehlgriffe beeinträchtigen das Verständnis erheblich	Text durchgängig unangemessen

Goethe Institut Fit in Deutsch Prüfung:
 A2 Modellsatz Jugendliche 2016

QUALITY CRITERIA	1.1.6	1.2.6	1.3.6 Führt ein Gespräch und korrigiert sich selbst	1.4.6	2.1.6 Evaluates and ranks importance of information	2.2.6 Evaluates and ranks importance of information	3.1.6	3.2.6	3.3.6	AT STANDARD	
	1.1.5	1.2.5	1.3.5 Führt ein Gespräch	1.4.5	2.1.5 Summarises key information	2.2.5 Summarises key information	3.1.5	3.2.5	3.3.5		
	1.1.4	1.2.4 Antwortet in ganzen Sätzen mit korrekten Informationen von der Karte (z.B Geburtsdatum oder Sprachen)	1.3.4 Führt ein Gespräch mit Zurückhaltung oder Zögern	1.4.4 Makes simple requests (e.g., <i>wie bitte? Wie heißt das auf Deutsch?</i>)	2.1.4 Identifies specific points of information	2.2.4 Identifies specific points of information	3.1.4 Produces correct pronunciation	3.2.4 Applies correct verb endings	3.3.4		
	1.1.3 Stellt relevante vollständige Fragen	1.2.3 Antwortet in ganzen Sätzen	1.3.3 Führt ein Gespräch mit Aufforderung <i>Aufforderung = Lehrer*in ermutigt oder erinnert</i>	1.4.3 Participates in routines and exchanges (e.g., teacher instructions, student asking question)	2.1.3 Identifies general information and gist	2.2.3 Identifies general information and gist	3.1.3 Produces pronunciation mistakes that do not impact understanding. <i>mistake = isolated slip-ups</i>	3.2.3 Applies verb endings with mistakes <i>mistake = isolated slip-ups</i>	3.3.3 Applies appropriate question words		
	1.1.2 Stellt relevante unvollständige Fragen (z.B „Wann Geburtstag?“)	1.2.2 Antwortet in einem Wort (z.B „Oktober“)	1.3.2 Führt ein Gespräch mit Unterstützung <i>Unterstützung = Lehrer*in ergänzt oder übersetzt</i>	1.4.2 Matches classroom instructions in English and German through set tasks	2.1.2 Identifies the topic of the text(s)	2.2.2 Identifies the topic of the text(s)	3.1.2 Produces pronunciation errors that do not impact understanding <i>error = pattern of incorrect pronunciation</i>	3.2.2 Applies verb endings with conjugation errors (i.e., 'Ich hast', 'Habe du?') <i>error = pattern of incorrect endings</i>	3.3.2 Applies question words with mistakes (i.e., 'wann', 'wo', 'woher', 'wie', 'was') <i>mistake = isolated slip-ups</i>		
	1.1.1	1.2.1	1.3.1 Beginnt und endet das Gespräch	1.4.1 Identifies classroom instructions through visual support	2.1.1	2.2.1	3.1.1 Produces pronunciation errors which impact understanding (e.g. 'ik' or 'ie/ei' or 'wee heißt du?' and letters of the alphabet)	3.2.1	3.3.1		BELOW STANDARD
	nicht genügend Beweise	nicht genügend Beweise	nicht genügend Beweise	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence		
Indicators	1.1 Fragen stellen	1.2 antworten	1.3 Redefluss / mündliche Sprachkompetenz	1.4 Responding to Classroom language	2.1 Listening	2.2 Reading	2.1 Pronunciation	2.2 Verb endings	2.3 Use of question words	ACHIEVEMENT STANDARD	
Skills & Knowledge	Socialising Socialise and interact with peers to exchange greetings and factual information about self; participate in class routines; give and respond to instructions.				Informing: Identify topic, gist and specific points of information in a range of simple spoken and written texts relating to own world and that of other teenagers		Systems of language Recognise and use key features of the German sound system including pronunciation, rhythm, stress. They differentiate statements, questions according to intonation and sentence structure. They use a range of grammatical elements to describe people				
Strands	COMMUNICATING						UNDERSTANDING				

1.1.6	1.2.6	1.3.6 Führt ein Gespräch und korrigiert sich selbst
1.1.5	1.2.5	1.3.5 Führt ein Gespräch
1.1.4	1.2.4 Antwortet in ganzen Sätzen mit korrekten Informationen von der Karte (z.B Geburtsdatum oder Sprachen)	1.3.4 Führt ein Gespräch mit Zurückhaltung oder Zögern
1.1.3 Stellt relevante vollständige Fragen	1.2.3 Antwortet in ganzen Sätzen	1.3.3 Führt ein Gespräch mit Aufforderung <i>Aufforderung = Lehrer*in ermutigt oder erinnert</i>
1.1.2 Stellt relevante unvollständige Fragen (z.B „Wann Geburtstag?“)	1.2.2 Antwortet in einem Wort (z.B „Oktober“)	1.3.2 Führt ein Gespräch mit Unterstützung <i>Unterstützung = Lehrer*in ergänzt oder übersetzt</i>
1.1.1	1.2.1	1.3.1 Beginnt und endet das Gespräch
nicht genügend Beweise	nicht genügend Beweise	nicht genügend Beweise
1.1 Fragen stellen	1.2 antworten	1.3 Redefluss / mündliche Sprachkompetenz

Wie schreibt man eine Developmental Rubric?



Keine Zahlen / Adverbialen

- Erreicht die Anzahl von 30 Wörtern.
- Macht manchmal einige Fehler

- Formuliert eine Bitte mit einem Modalverb
- Beschreibt ein Haustier mit Adjektiven

Subjektive Sprache vermeiden

- Schreibt eine gute Zusammenfassung
- Sucht ein besseres Wort aus

- Schreibt eine Zusammenfassung (mit...)
- Erkennt Wiederholung

Schritte /Vorgänge vermeiden

- Erledigt Aufgabe 1, 2 und 4,
aber nicht 3 und 5

Die Rubrik zeigt eine Entwicklung von
Handlungs- bzw. Schreibkonzepten

Beobachtbare Kriterien (positiv)

- Versteht Modalverben nicht
- Schreibt keine / eine schlechte Zusammenfassung

„nicht genügend Beweise“

Eine Kernidee

- Ist mehrfarbig und enthält Statistiken,
Grafiken und Tabellen

- Enthält Statistiken
- Enthält Grafiken
- Enthält Tabellen

Anweisungen

WikiHow: die Haare selber schneiden

- **Positioniere** das **Haarschneidegerät** mit der Klingenseite **nach oben**. Die Zähne der Klinge müssen zu deinem Hinterkopf zeigen. Die Klinge **verläuft parallel** zum Boden.
- **Wechsle** während des ganzen Vorgangs **die Hand**, mit der du das Haarschneidegerät hältst. Wenn du zum Beispiel die rechte Seite deines Nackens schneidest, halte das Haarschneidegerät in deiner rechten Hand. Wechsle, wenn du dich an deinem Nacken entlang arbeitest.
- Du musst auch die **Hand wechseln**, **die den Spiegel hält**, wenn du die Hand änderst, in der du das Haarschneidegerät hältst. Lasse nach Möglichkeit einen Freund oder Verwandten den Spiegel für dich halten.



1.1.6	1.2.6	1.3.6 Führt ein Gespräch und korrigiert sich selbst
1.1.5	1.2.5	1.3.5 Führt ein Gespräch
1.1.4	1.2.4 Antwortet in ganzen Sätzen mit korrekten Informationen von der Karte (z.B Geburtsdatum oder Sprachen)	1.3.4 Führt ein Gespräch mit Zurückhaltung oder Zögern
1.1.3 Stellt relevante vollständige Fragen	1.2.3 Antwortet in ganzen Sätzen	1.3.3 Führt ein Gespräch mit Aufforderung <i>Aufforderung = Lehrer*in ermutigt oder erinnert</i>
1.1.2 Stellt relevante unvollständige Fragen (z.B „Wann Geburtstag?“)	1.2.2 Antwortet in einem Wort (z.B „Oktober“)	1.3.2 Führt ein Gespräch mit Unterstützung <i>Unterstützung = Lehrer*in ergänzt oder übersetzt</i>
1.1.1	1.2.1	1.3.1 Beginnt und endet das Gespräch
nicht genügend Beweise	nicht genügend Beweise	nicht genügend Beweise
1.1 Fragen stellen	1.2 antworten	1.3 Redefluss / mündliche Sprachkompetenz

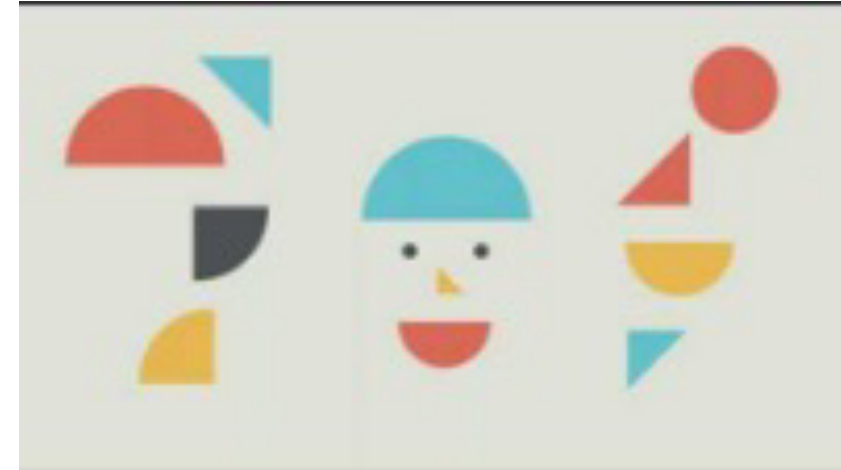
Weitere Ressourcen

auf Englisch



Videoerklärung

bit.ly/goetherubricsvideo



Beispiele

bit.ly/eddugoethe

COMMUNICATING: 7-10 Sequence, 7&8 Band

1.1.6 Adjusts language to suit context and/or changes in the exchange	1.2.6	1.3.6	1.4.6 Evaluates and ranks importance of information	1.5.6	1.6.6	1.7.6 Invents a new version of a text for others (e.g. role-play for classmates)	1.8.6	1.9.6	1.10.6 Reflects on link between language and culture (e.g. how is formally perceived?)	1.11.6 Expresses (in English) new language and culture may be connected
1.1.5	1.2.5 Adapts language forms to make suggestions or contributions	1.3.5	1.4.5	1.5.5 Creates simple persuasive and/or informative texts for a targeted audience (e.g. advertisement)	1.6.5	1.7.5	1.8.5	1.9.5	1.10.5 Applies cultural and language norms (e.g. family names with titles: <i>Guten Morgen Frau.</i>)	1.11.5
1.1.4 Formulates relevant complete questions and/or answers which progress the exchange	1.2.4 Makes suggestions or additions using role-learned language	1.3.4 Makes simple requests in German (e.g. <i>Kannst du?</i>)	1.4.4	1.5.4 Interprets and adapts information to present simple persuasive and/or informative texts (e.g. student's vote on favourite foods)	1.6.4	1.7.4 Invents new additional details for a text (e.g. alternative endings, new characters)	1.8.4 Translates texts, inserting words and phrases which cannot be literally translated (e.g. <i>Queen's agent</i>)	1.9.4 Creates shared bilingual resources (e.g. games, signs for rooms in school - <i>Sporthalle</i>)	1.10.4	1.11.4
1.1.3 Formulates complete questions and/or answers	1.2.3 Uses a model to make plans or carry out a transaction. (e.g. <i>Wann Geburtstag?</i>)	1.3.3	1.4.3 Identifies specific points of information	1.5.3 Presents information from texts using modelled structures	1.6.3 Responds to questions about characters / events / ideas (e.g. providing opinions, opinions & timeline)	1.7.3 Adapts details of an existing text for a new context (e.g. character, location, time)	1.8.3 Predicts meaning from cognates (e.g. <i>mission, Kauf, der Bäcker</i>)	1.9.3 Maintains organised vocabulary resources, adding new entries as encountered	1.10.3 Compares similarities and differences between interactions	1.11.3 Compares similarities and differences about the experience of learning German
1.1.2 Formulates incomplete questions and/or answers (e.g. <i>Wann Geburtstag?</i>)	1.2.2	1.3.2 Participates in routines and exchanges	1.4.2 Identifies general information and gist	1.5.2	1.6.2 Describes characters / events / ideas	1.7.2	1.8.2 Translates texts word-for-word between languages	1.9.2 Organises vocabulary and explanations into categories (e.g. nouns, verbs, adjectives)	1.10.2 Recognises similarities and differences in interactions between languages	1.11.2 Shares ideas about the experience of learning German
1.1.1 Contributes in greetings and/or farewells	1.2.1 Participates in groups to plan activities and/or complete transactions	1.3.1 Follows instructions	1.4.1 Identifies the topic of text(s)	1.5.1	1.6.1 Identifies characters / events / ideas	1.7.1 Identifies aspects or elements able to be adapted (e.g. names, places, times)	1.8.1 Recognises similarities and differences between English and German	1.9.1 Creates word lists and/or explanations (e.g. vocabulary lists, visual representations)	1.10.1 Participates in language and/or cultural experiences	1.11.1
Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence
1.1 Interact and exchange	1.2 Make plans, transactions, arrangements	1.3 Participate in classroom routines	1.4 Identify gist and specific information	1.5 Present information in modelled texts	1.6 Identify, describe, and discuss imaginative and creative texts	1.7 Reinterpret or adapt	1.8 Translate and interpret	1.9 Create and maintain bilingual texts	1.10 Engage with German speakers and texts	1.11 Reflect on experiences of language learning and identity
Socialising			Informing			Creating		Translating		Reflecting

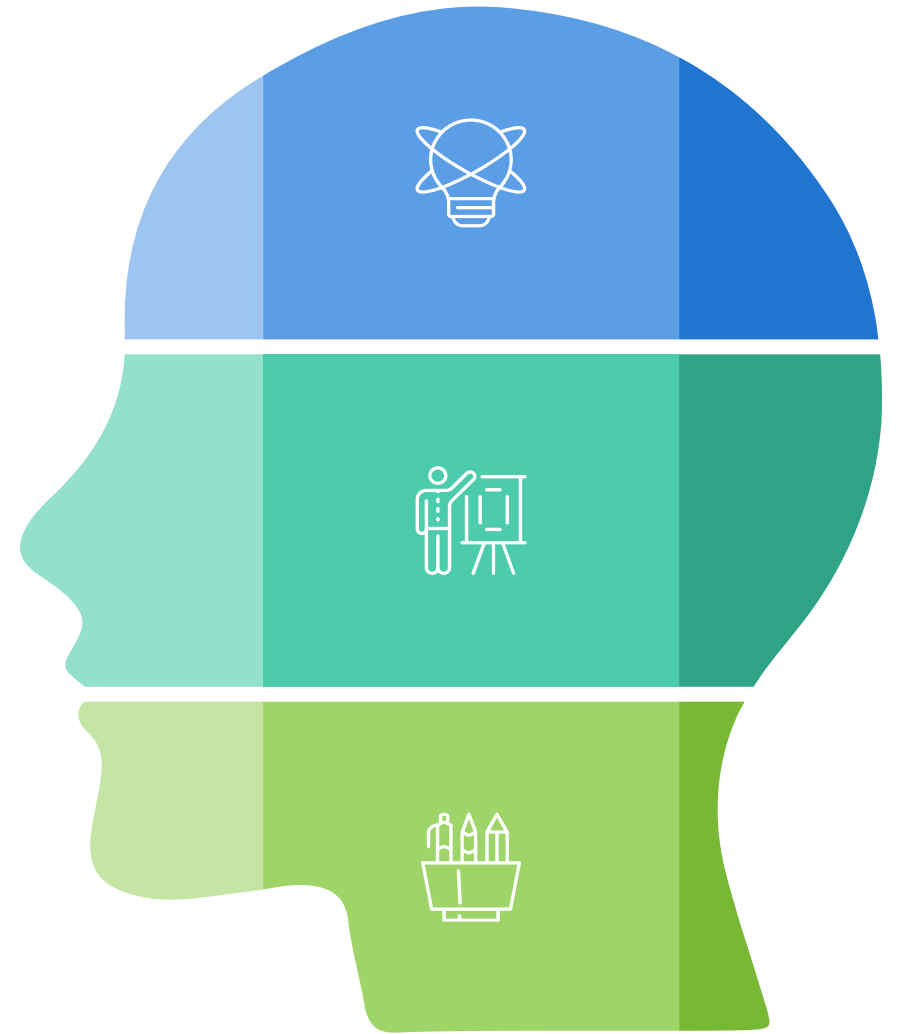
1.1.6 Adjusts language to suit context and/or changes in the exchange	1.2.6	1.3.6	1.4.6 Evaluates and ranks importance of information	1.5.6	1.6.6	1.7.6 Invents a new version of a text for others (e.g. role-play for classmates)	1.8.6	1.9.6	1.10.6 Reflects on link between language and culture (e.g. how is formality perceived?)	1.11.6 Expresses (in English) how language and culture may be connected
1.1.5	1.2.5 Adapts language forms to make suggestions or contributions	1.3.5	1.4.5	1.5.5 Creates simple persuasive and/or informative texts for a targeted audience (e.g. advertisement)	1.6.5	1.7.5	1.8.5	1.9.5	1.10.5 Applies cultural and language norms (e.g. family names with titles <i>Guten Morgen Frau...</i>)	1.11.5
1.1.4 Formulates relevant complete questions and/or answers which progress the exchange	1.2.4 Makes suggestions or additions using rote-learned language	1.3.4 Makes simple requests in German (e.g. <i>Kann ich?</i>)	1.4.4	1.5.4 Interprets and adapts information to present simple persuasive and/or informative texts (e.g. student vote on favourite foods)	1.6.4	1.7.4 Invents new additional details for a text (e.g. alternative endings, new characters)	1.8.4 Translates texts, interpreting words and phrases which cannot be literally translated (e.g. <i>Guten Appetit</i>)	1.9.4 Creates shared bilingual resources (e.g. games, signs for rooms in school - <i>Sporthalle</i>)	1.10.4	1.11.4
1.1.3 Formulates complete questions and/or answers	1.2.3 Uses a model to make plans or carry out a transaction. (e.g. W-Questions for a shopping list)	1.3.3	1.4.3 Identifies specific points of information	1.5.3 Presents information from texts using modelled structures	1.6.3 Responds to questions about characters / events / ideas (e.g. providing opinions, producing a timeline)	1.7.3 Adapts details of an existing text for a new context (e.g. character, location, time)	1.8.3 Predicts meaning from cognates (e.g. <i>trinken, kalt, der Bär</i>)	1.9.3 Maintains organised vocabulary resources, adding new entries as encountered	1.10.3 Compares similarities and differences between interactions	1.11.3 Compares learning German to other learning experiences
1.1.2 Formulates incomplete questions and/or answers (e.g. <i>Wann Geburtstag?</i>)	1.2.2	1.3.2 Participates in routines and exchanges	1.4.2 Identifies general information and gist	1.5.2	1.6.2 Describes characters / events / ideas	1.7.2	1.8.2 Translates texts word-for-word between languages	1.9.2 Organises vocabulary and explanations into categories (e.g. nouns, verbs, adjectives)	1.10.2 Recognises similarities and differences in interactions between languages	1.11.2 Shares ideas about the experience of learning German
1.1.1 Contributes greetings and/or farewells	1.2.1 Participates in groups to plan activities and/or complete transactions	1.3.1 Follows instructions	1.4.1 Identifies the topic of text(s)	1.5.1	1.6.1 Identifies characters / events / ideas	1.7.1 Identifies aspects or elements able to be adapted (e.g. names, places, times)	1.8.1 Recognises similarities and differences between English and German	1.9.1 Creates word lists and/or explanations (e.g. vocabulary lists, visual representations)	1.10.1 Participates in language and/or cultural experiences	1.11.1
Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence
1.1 Interact and exchange	1.2 Make plans, transactions, arrangements	1.3 Participate in classroom routines	1.4 Identify gist and specific information	1.5 Present information in modelled texts	1.6 Identify, describe, and discuss imaginative and creative texts	1.7 Reinterpret or adapt	1.8 Translate and interpret	1.9 Create and maintain bilingual texts	1.10 Engage with German speakers and texts	1.11 Reflect on experiences of language learning and identify
Socialising			Informing			Creating		Translating		Reflecting

2.1.6	2.2.6	2.3.6 Evaluates (in English) the effect of specific elements on audience	2.4.6 Compares concept of diversity in language with use of English in and beyond Australia (e.g. accents, dialects, vocabulary)	2.5.6 Reflects on languages as continuously changing; borrowing from other languages and adding new words due to change (e.g. das Internet)	2.6.6 Investigates connections between language and significant cultural values or practices (e.g. individual rights, shared social responsibility, anti-racism, 'fair go')
2.1.5	2.2.5	2.3.5 Applies textual features and/or structures independently	2.4.5	2.5.5 Categorises words as cognates or false friends (e.g. <i>der Bruder, das Gymnasium</i>)	2.6.5
2.1.4 Applies sound-knowledge independently	2.2.4 Applies specific grammar form(s) independently	2.3.4 Applies textual features and/or structures with models or scaffolds	2.4.4	2.5.4 Compares and contrasts similarities and differences between German and English vocabulary	2.6.4 Compares how origin / geography / religion / laws may connect to lifestyle, daily practices, and language (e.g. <i>Kaffee und Kuchen</i> , public holidays, [lack of] speed limits)
2.1.3 Imitates sounds with support	2.2.3 Applies specific grammar form(s) with modelled language structures (e.g. verb conjugation, definite articles, negation)	2.3.3 Identifies purpose and/or intended audience of text types	2.4.3 Identifies specific instances of language variation due to context or region (e.g. <i>du/Sie, zwei/zwo; Grüezi, Servus</i>)	2.5.3 Recognises loanwords across languages (e.g. <i>Hamburger, Computer, kaput, Kindergarten</i>)	2.6.3 Recognises connection between language and culture (e.g. why certain words are poorly or untranslatable)
2.1.2 Describes letter-sound relationships in German (e.g. <i>eszett, umlauts, ei/ie, au, eu</i>)	2.2.2 Compares similarities and differences between languages	2.3.2 Compares similarities and differences of texts between languages	2.4.2 Recognises general language differences in interactions due to context (e.g. formality with friends vs. strangers)	2.5.2 Identifies German as official language of multiple countries (i.e. Germany, Australia, Switzerland, Liechtenstein, Luxembourg, Belgium, South Tyrol)	2.6.2
2.1.1 Notices patterns of letter-sound relationships and blends (e.g. <i>sch, au, ei, eu, ie</i>)	2.2.1 Recognises features and/or patterns in Grammar (e.g. plural forms, multiple words for 'the', word order)	2.3.1 Identifies textual features and/or structures of texts (e.g. greetings in a spoken exchange, or visual cues in an advertisement)	2.4.1 Identifies contexts and/or text types which may require variation (e.g. speaking on the phone vs. in-person)	2.5.1 Recognises connections between German and English	2.6.1 Identifies language and/or cultural features unique to self (e.g. wearing a school uniform, informality in speech)
Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence
2.1 Recognise and use features of German sound system	2.2 Develop knowledge of German grammatical system	2.3 Recognise and use structures of text types	2.4 Recognise variations in German	2.5 Recognise relationship between German and English; and importance of German as language	2.6 Understand language as shaped <i>by</i> and reflection <i>of</i> culture
Systems of Language			Language Variation and change		Role of Language and Culture

1.1.6 Modifies language to address changes in the exchange and/or new contexts	1.2.6	1.3.6	1.4.6	1.5.6	1.6.6	1.7.6	1.8.6 Evaluates translation choices and justifies selection (e.g. Leute vs. Menschen)	1.9.6	1.10.6	1.11.6
1.1.5 Applies strategies to sustain and/or progress conversation (e.g. asking for repetition, clarification, confirmation)	1.2.5 Adapts language forms to make suggestions or contributions	1.3.5 States problems and asks for advice (e.g. <i>Ich habe mein Passwort vergessen. Was soll ich machen?</i>)	1.4.5	1.5.5 Creates persuasive and/or informative texts for a targeted audience (e.g. website for German speakers seeking work options in different Australian regions)	1.6.5 Formulates responses which summarise and/or reorganise imaginative texts	1.7.5 Modifies and/or reinterprets texts (e.g. new lyrics, story re-write, parody, character interview)	1.8.5 Identifies and compares figures of speech between languages (e.g. similes, metaphors, idioms)	1.9.5 Creates bilingual texts (i.e. lists, cultural explanations) for others (e.g. 'BYO chair' / 'bush' in Australia)	1.10.5 Reflects on communication experiences (e.g. directness, notices difference in perceptions / understandings)	1.11.5 Reflects on how learning German may or may not impact identity
1.1.4 Formulates relevant complete questions and/or answers which progress the exchange	1.2.4 Makes suggestions or additions using rote-learned language	1.3.4 Expresses likes / dislikes, agreement / disagreement in discussions or activities	1.4.4 Compiles and compares information from multiple sources	1.5.4 Conveys information by aligning choice of language and text structure (e.g. graphs in data report)	1.6.4	1.7.4 Creates texts which draw upon other text purposes or effects (e.g. includes plot twist)	1.8.4 Explains (un)equivalent terms across languages and contexts (e.g. <i>Pflichtfächer, die mündliche Note</i>)	1.9.4	1.10.4 Explains how specific language choices might be interpreted by speakers (e.g. use of 'man' instead of 'wir')	1.11.4 Reflects on how language and culture inform one another (e.g. family, traditions)
1.1.3 Formulates complete questions and/or answers	1.2.3 Uses a model to make plans, negotiate, or carry out a transaction.	1.3.3 Makes simple requests in German (e.g. <i>Darf ich?</i>)	1.4.3 Identifies specific points of information	1.5.3 Interprets and adapts information to present simple persuasive and/or informative texts (e.g. procedural instructions)	1.6.3 Expresses views about texts by formulating opinions or ideas	1.7.3 Adapts details of an existing text for a new context (e.g. character, location, time)	1.8.3 Recognises challenges in translation between languages and cultures	1.9.3 Creates English captions, commentaries or footnotes to explain cultural and/or linguistic features	1.10.3	1.11.3
1.1.2 Formulates incomplete questions and/or answers (e.g. <i>Was denkst?</i>)	1.2.2	1.3.2 Participates in routines and exchanges	1.4.2 Identifies general information and gist	1.5.2 Presents information from texts using modelled structures	1.6.2 Compares and contrasts similarities and differences in English and German texts	1.7.2	1.8.2 Translates texts, retaining gist and general meaning between languages	1.9.2 Organises vocabulary and explanations into categories (e.g. nouns, verbs, adjectives)	1.10.2 Compares similarities and differences in interactions between languages and/or cultures (e.g. personal space, formality, body language)	1.11.2 Considers own linguistic and cultural profile (e.g. creates timeline of formative experiences)
1.1.1 Initiates and/or ends the interaction	1.2.1 Participates in groups to transact / plan / negotiate / solve	1.3.1 Follows instructions	1.4.1 Identifies the topic of text(s)	1.5.1	1.6.1 Identifies and describes characters / events / ideas	1.7.1 Identifies structure or elements of imaginative text (e.g. Flashbacks)	1.8.1 Translates texts word-for-word between languages	1.9.1 Creates word lists and/or explanations (e.g. vocabulary lists, visual representations)	1.10.1 Participates in two-way language and/or cultural experiences	1.11.1 Shares ideas about the experience of learning German
Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence
1.1 Initiate and maintain interactions	1.2 Make plans, transactions, arrangements	1.3 Apply classroom language	1.4 Access and analyse	1.5 Present information and opinions	1.6 Respond to imaginative texts	1.7 Create and/or modify imaginative texts	1.8 Translate and interpret	1.9 Create bilingual texts	1.10 Interact with German speakers and texts	1.11 Reflect on language use and cultural identity
Socialising			Informing		Creating		Translating		Reflecting	

2.1.6	2.2.6 Evaluates work of others and makes suggestions for improvement	2.3.6 Evaluates grammar choices in own work and experiments with variation	2.4.6 Evaluates the effect of textual choices on audiences	2.5.6	2.6.6	2.7.6
2.1.5	2.2.5	2.3.5	2.4.5	2.5.5 Analyses effect of language choices (e.g. speaker's use of "Ich bin nicht einverstanden" vs. "Stimmt nicht! Spinnst du?")	2.6.5 Analyses evidence and impact of language change (e.g. Official Rechtschreibreform, English loanwords, emigration)	2.7.5 Analyses how language use and/or cultural connections are reflected (e.g. national identity, social equality, systemic practices)
2.1.4 Applies sound-knowledge independently	2.2.4 Applies writing conventions independently	2.3.4 Applies specific grammar form(s) independently	2.4.4 Creates texts for/different purposes, audiences, and/or formats (e.g. informative speech for seniors vs. entertaining play for children)	2.5.4 Explains variation in language examples (e.g. abbreviations or slang)	2.6.4	2.7.4
2.1.3 Describes the impact of variation (i.e. pace, stress, pronunciation) on meaning	2.2.3 Applies writing conventions to own work with support	2.3.3 Applies specific grammar form(s) with modelled language structures (e.g. subordinating conjunctions)	2.4.3 Identifies the impact of grammatical and structural choices on audiences (e.g. use of imperative in adverts)	2.5.3 Compares and contrasts specific linguistic variation in German to English examples.	2.6.3 Reflects on historical and/or cultural influences on language change (e.g. globalisation, technology, immigration/emigration)	2.7.3 Reflects on how learning German has impacted own assumptions (i.e. on language, culture, identity)
2.1.2 Describes letter-sound relationships in German (e.g. how <i>eszett</i> , <i>umlauts</i> , <i>ei/ie</i> , <i>au</i> , <i>eu</i> create change)	2.2.2 Describes function of written conventions (e.g. quotation marks)	2.3.2 Compares similarities and differences between languages	2.4.2 Compares similarities and differences of texts between languages (e.g. love songs)	2.5.2 Identifies specific instances of language variation due to context or region (e.g. <i>du/Sie</i> , <i>zwei/zwo</i> ; regional differences: <i>Grüezi</i> , <i>Servus</i>)	2.6.2 Describes how language may mark values and/or attitudes (e.g. gendered nature of professional titles: <i>der Lehrer / die Lehrerin</i>)	2.7.2 Reflects on how own communicative and cultural behaviours may be connected
2.1.1 Notices patterns of letter-sound relationships and blends (e.g. <i>sch</i> , <i>au</i> , <i>ei</i> , <i>eu</i> , <i>ie</i>)	2.2.1 Recognises punctuation and/or spelling conventions (e.g. comma usage; spelling patterns – <i>ei/ie</i>)	2.3.1 Recognises features and/or patterns in Grammar (e.g. formulating past/future tenses)	2.4.1 Identifies textual features and/or structures of texts (e.g. greetings in a spoken exchange, or visual cues in an advertisement)	2.5.1 Identifies contexts and/or text types which may require variation (e.g. speaking on the phone vs. in-person)	2.6.1 Recognises connections between German and English vocabulary and grammar	2.7.1 Shares ideas about what culture is and how it 'works'
Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence
2.1 Notice variation in spoken German	2.2 Articulate and apply writing conventions	2.3 Extend knowledge of German grammatical system	2.4 Identify, comprehend and create text types	2.5 Identify and analyse linguistic features	2.6 Understand reasons for linguistic change	2.7 Explore relationship between language, culture, and communication
Systems of Language				Language Variation and change		Role of Language and Culture

Wie können wir Lernergebnisse verbessern?



vielen Dank für die Aufmerksamkeit



Fragen?

