



Materialien

zum selbstständigen standardorientierten
Lernen in der gymnasialen Oberstufe – Englisch
classroom work (Allgemeiner Teil)

Impressum

Herausgeber

Senatsverwaltung für Bildung,
Jugend und Wissenschaft
Bernhard-Weiß-Straße 6, 10178 Berlin

www.berlin.de/sen/bildung

Redaktion

Lothar Schmitt
Eva Weinert

Autoren

Sandra Klesmann
Lothar Schmitt
Eva Weinert

Muttersprachliche Lektorierung

Dr. Nicoline Flöß

Foto

Robert Heinrich
(Johann-Gottfried-Herder-Oberschule)

Druck

Bonifatius GmbH
Druck – Buch – Verlag
Karl-Schurz-Straße 26, 33100 Paderborn

Auflage

August 2013

Verantwortlich

Elke Dragendorf, Referat VI A

Seit dem Jahr 2008 haben die „Materialien zum selbstständigen standardorientierten Lernen in der gymnasialen Oberstufe – Englisch - Text production“ einen guten Ruf an den Berliner Schulen und darüber hinaus. Die Broschüre hat mittlerweile drei Auflagen erlebt und bereits fünf Jahrgänge von Schülerinnen und Schülern bei ihrer Abiturvorbereitung begleitet. Darüber hinaus wird die Online-Version auf der Seite http://bildungsserver.berlin-brandenburg.de/individualisierung_des_lernens.html gerne und häufig genutzt.

Der Wunsch der Schulen nach neuen Auflagen und mehr Druckexemplaren dieser Broschüre wurde immer häufiger begleitet von der Forderung nach einer ähnlichen Handreichung für den Bereich des Unterrichts, der sich nicht um das Schreiben von Klausuren dreht. Schülerinnen und Schüler sowie ihre Lehrkräfte wünschten sich ähnlich klare Kriterien und Arbeitshinweise wie in der Handreichung für das Schreiben auch für den „Allgemeinen Teil“, also für die im Unterricht erbrachten Leistungen. Die Durchführung von Projekten, die Auswertung von Texten, Filmen, Nachrichtensendungen, die Realisierung szenischer Aufgaben und nicht zuletzt die Beteiligung am Unterrichtsgespräch – all das, was für das tägliche Unterrichtsgeschehen und für die Beurteilung der Leistung im Englischunterricht eine entscheidende Rolle spielt – sollte ähnlich transparent für die selbstständige Arbeit der Schülerinnen und Schüler zusammengestellt werden.

Die vorliegende Handreichung (die ebenfalls online unter der oben genannten Adresse zur Verfügung steht) geht auf dieses Bedürfnis ein. Sie enthält Selbsteinschätzungsbögen und Tipps, damit sich die Lernenden möglichst selbstständig über ihre Stärken und Schwächen im Englischunterricht der gymnasialen Oberstufe orientieren können. Außerdem erhalten sie konkrete Hinweise, wie sie eine Leistungssteigerung erreichen. Zudem liefert das angefügte Bewertungsraster für Lehrende und Lernende eine Grundlage, um Leistungen transparent und nachvollziehbar zu beurteilen, darüber in einen Austausch zu treten und somit die Selbstständigkeit und Selbststeuerung des Lernens zu fördern.

Allen Schülerinnen und Schülern und ihren Lehrkräften viel Erfolg und Freude bei der Arbeit mit dieser Handreichung!

Content	page
1. <i>Note to the teacher</i> _____	5
2. <i>Note to the student</i> _____	6
3. <i>Criteria for preparing and taking part in lessons/ discussions and</i> _____	7
<i>doing independent work in the classroom</i> _____	7
<i>Tip 1: Taking notes during presentations, lessons and classroom disussions</i> ____	8
3.1 <i>Self-assessment grid: preparing and taking part in lessons/ discussions and</i> <i>doing independent work in the classroom</i> _____	9
4. <i>Criteria for successful listening comprehension</i> _____	10
4.1 <i>Self-assessment grid:listening comprehension</i> _____	11
5. <i>Criteria for viewing a film</i> _____	12
5.1 <i>Self-assessment grid: viewing a film</i> _____	13
6. <i>Criteria for preparing project work</i> _____	14
<i>Tip 2:Assessing the reliability and validity of sources</i> _____	14
<i>Tip 3:Making, compiling and organizing notes</i> _____	15
<i>Tip 4:Using Encyclopaedias</i> _____	15
6.1 <i>Self-assessment grid: Preparing project work</i> _____	16
7. <i>Criteria for doing research</i> _____	17
<i>Tip 5: Internet Research</i> _____	17
7.1 <i>Self-assessment grid: Doing research</i> _____	18
8. <i>Criteria for giving presentations / presenting project work</i> _____	19
8.1. <i>Self-assessment grid: Giving presentations / presenting project work</i> _____	21
9. <i>Criteria for preparing and presenting role plays</i> _____	23
9.1 <i>Self-assessment grid: Preparing and presenting role plays</i> _____	24
10. <i>Criteria for peer editing</i> _____	25
<i>Tip 6: Using the computer to check and improve your language</i> _____	25
10.1 <i>Self-assessment grid: Peer editing</i> _____	26
11. <i>Criteria for assessing one's work and that of others</i> _____	27
<i>Tip 7: Learning log</i> _____	27
11.1 <i>Self-assessment grid: Assessing one's work and that of others</i> _____	28
12. <i>Bewertungsraster für die Leistung im Fremdsprachenunterricht</i> _____	29

1. Note to the teacher

Learner autonomy is a crucial part of the individual learning process and is essential for successful work in the English classroom altogether. Therefore, the capability to evaluate and correct one's own work has to be constantly developed. Students who have learned to examine their own work and that of others will be better able to take the necessary steps to improve their competencies.

This material is meant to help students develop their skills in working on their own and with others in the classroom and to improve their ability to self-evaluate and self-correct. At the same time it contributes to making the criteria for their performance in class more transparent ("Allgemeiner Teil").

The material contains

- a) **criteria for various language and/or academic activities**
such as viewing a film, doing project work, research and giving presentations
- b) **tips**
with helpful information (e.g. on Internet research, making, compiling and organizing notes or learning logs)
- c) **self-assessment grids**

2. Note to the student

"Learning by doing" is an important way to develop and improve both your classmates' and your own academic skills. Therefore, this material is based on self-evaluation and self-correction. You can use this material on your own and/or together with your classmates when preparing work for the classroom but also during and after the lessons. The material is meant to help you and your classmates examine your own work and that of others critically.

As a help for checking your and your classmates' work and contributions in class, this material consists of:

- **criteria for various academic and/or language activities**
such as preparing and taking part in lessons, listening comprehension, viewing a film, project work, doing research, giving presentations, preparing and presenting role plays, peer editing and assessing one's work and that of others
- **tips**
providing helpful information on the above activities
- **self-assessment grids**

We hope you will benefit from this material, and most importantly, do not forget to have fun.

3. Criteria for preparing and taking part in lessons / discussions and doing independent work in the classroom

In lessons the teacher often directs your learning process and plans how you should proceed. He/She instructs you, asks questions which you are expected to answer and provides you with material you have to study and to work on. Your teacher might also initiate a classroom discussion.

Preparing lessons / classroom discussions:

- Make sure you have done your homework thoroughly.
- Look at notes and papers from the previous lesson.
- Try to anticipate what the topic and content of the upcoming lesson will be about.

Taking part in lessons / classroom discussions:

- Focus on the topic of the lesson, the questions asked and the issues discussed.
- Do not hesitate to ask questions if there is something you do not understand.
- Listen carefully to your classmates' contributions and refer to them. Do not simply repeat what has been said before, unless you want to elaborate on a point that has been made.
- Give reasons for your opinion.
- Respect other opinions. When you have a different opinion, first express your understanding of different views.
- Take notes on the major aspects of the lesson and on important insights and contributions.
- During the lesson and discussions refer to your notes if necessary.
- Do not forget to copy from the board/transparency/PowerPoint slide.

Independent work in the classroom

- Concentrate on the task/s assigned to you, consider its/their implication/s and think out clearly how you want to approach it/them.
- Do not hesitate to ask questions if there is something you do not understand.
- If need be and possible, refer to dictionaries, "Skills Pages", etc.
- If possible, make use of your notes and papers from previous lessons.

Tip 1: Taking notes during presentations, lessons and classroom discussions

- Distinguish between main points and elaboration, repetition, restatement, etc..
- Organise the information using headings, numbers, letters, etc..
- Write keywords, not complete sentences.
- Use symbols such as
 - $+$ and
 - $=$ equal to
 - \rightarrow consequence of / caused by
 - \leftrightarrow interdependence
 - \approx similar to
 - ∞ connected with
 - \checkmark correct
 - $?$ doubtful
 - $/$ alternatively
 - ∇ missing (aspect)
- Listen for cues and transition expressions that indicate a new aspect in the lesson, presentation, lecture etc. (e.g. furthermore, in addition, another point...).
- If possible, use concept maps or diagrams to record the information.
- After the lesson revise your notes; if necessary add missing facts; write a short summary; attach handouts, worksheets, etc..

3.1. Self-assessment grid: preparing and taking part in lessons /discussions and doing independent work in the classroom

You can use this self-assessment grid to evaluate your own work. While checking your progress and work, answer the questions below and tick:

😊😊 - well done 😊😊 - pretty good 😊😐 - OK, but needs some improvement 😐😐 - needs improvement

Criteria	Date:				Date:				Date:			
	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊
	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊
Preparation												
I have done my homework thoroughly and am familiar with the content of the previous lesson.												
I have thought about the (probable) topic of the lesson.												
I have thought about what I want to learn about this topic.												
Participation												
I have made sure I understand the questions raised and the tasks set in the lesson.												
I have asked questions if necessary.												
I have accomplished the tasks given in class.												
I have made contributions to group work.												
I have made contributions to plenary discussion.												
I have remained concentrated throughout the lesson.												
I have given reasons for my opinion.												
I have taken notes and copied from the board.												
Independent work in the classroom												
I have made sure I thoroughly understood the task.												
I have asked for help when I could not accomplish it.												
I have used my material from past lessons.												
If necessary I have used additional material.												

4. Criteria for successful listening comprehension

Listening is one way of informing yourself about a certain topic (in order to complete a certain task). In order to improve your listening skills you should listen to as much English as possible (British, American, Australian, etc.) on TV, DVDs, the radio and the Internet (films, news, songs, podcasts, etc.).

Depending on the task, you have to listen

- for gist (when you need overall information from listening material.)
- selectively (when certain aspects of the material are relevant)
- for detail (when every aspect of the material is important).

Pre-listening:

- Have a close look at the task. Make sure you understand it.
 - Ensure you know whether you have to listen for gist, selectively or for detail.
 - Look for any indirect information in the tasks and on the worksheet (e.g. pictures, charts, graphs) that could help you understand parts of the listening material in advance and enable you to anticipate some of the answers.
 - Bear in mind what you already know about the topic.
- If there is no task, prepare a sheet of paper based on what you are expected to do (e.g. topic(s)/main point(s)) and/or focus on the questions: Who? When? What? Where? Why? How?.

While-listening:

- Interpret background noises (e.g. train station, airport) and voices (e.g. male, female, friendly, angry, fearful) in order to get clues as to the content of the listening material.
- Determine the type of material (e.g. lecture, interview, news) and the general situation (conversation, discussion, telephone call etc). Thus you might be able to anticipate the kind of language spoken, how many people are involved, whether it is a serious topic, a conversation about personal experiences, etc.

Listening for gist:

Just concentrate on the main point(s) or topic(s). You do not need to understand every word.

Listening for detail and selective listening

- Using key words, symbols and abbreviations (cf. note taking) note down the information that you are expected to find in the listening material. Leave some space in between your notes so that you can later add information that you might have missed the first time.
- Look for clues in the language that might help you
 - to determine what the speaker wants to emphasize (*and most important ...; I'd like to make the following point ...*)
 - to predict what is coming (e.g. *on the one hand ...; In conclusion ...*)
 - to listen for specific information (signal words or phrases)
 - to listen for detail (phrases such as *firstly ...; next ...; as a result ...; although* can help you to understand the line of thought)

Post-listening:

- Check if you have covered all aspects of the task.
- Note down words, phrases, expressions, constructions etc. that you remember and consider worth learning. Reflect on what you did well and where you should improve.

4.1 Self-assessment grid: Listening comprehension

You can use this self-assessment grid to evaluate your own work. While checking your progress and work, answer the questions below and tick:

😊😊 - well done 😊😊 - pretty good 😊😐 - OK, but needs some improvement 😐😐 - needs improvement

Criteria	Date:	Date:	Date:
	😊😊😊😊	😊😊😊😊	😊😊😊😊
	😊😊😊😊	😊😊😊😊	😊😊😊😊
Pre-listening			
I have understood the task(s) and know whether I have to listen for gist, selectively or for detail.			
I have scanned the worksheet and tasks for any information that might prepare me for the listening material.			
If no task is given, I have noted on a separate sheet of paper: Who? When? What? Where? Why? How?			
While-listening			
I have listened for clues by paying attention to background noises and voices.			
I have established the context and the general situation.			
I have noted down those aspects I have been asked for and/or answered the questions above.			
<i>Listening for gist</i>			
I have only concentrated on the main points or topics.			
<i>Listening for detail and selective listening</i>			
I have noted down the information asked for in the task(s) using key words, symbols and abbreviations			
I have looked for clues in the language to find out what is important.			
Post-listening			
I have checked if I have covered all aspects of the task.			
I have noted down words, phrases, expressions, constructions etc. from the listening material that I consider worth learning.			
I have assessed my work and thought about what I should do differently next time.			

5. Criteria for viewing a film

Make sure you understand the task(s) assigned to you. As part of your task(s) you might be asked to focus on some or all of the following aspects.

Pre-viewing

- Make sure you remember to consult the skills page on viewing a film in your English textbook.
- Note down what you already know about the film: e.g. type/genre (documentary, action, comedy, commercial etc.) setting, characters/actors, director, plot.
- Determine what you expect and what you are expected to focus on / to find out.
- If you have viewing tasks, read them thoroughly, and make sure you understand them.
- If there is no task sheet, prepare a sheet of paper for your notes: e.g. one column for spontaneous impressions and others for the aspects in 2. (genre, setting, characters etc.).

While-viewing

- Write down those pieces of information/aspects of the film which you find important / are relevant to your task (see 5).
- State the film's message/intention (especially when watching a documentary).
- When taking notes, make sure you answer the questions: Who? What? Where?

Close-viewing

- In order to do the following you might have to review some scenes a couple of times.
- Note down how the scene affects you (your feelings, interest etc.). Then write down all the means that create this effect such as
 - plot
 - structure of the film (e.g. linear/non-linear, flashbacks, flash-forwards)
 - cinematic means conveying character traits/feelings and setting (e.g. field size, camera movements, camera positions, lighting, colour, background noise, soundtrack/music)
 - point of view (one / more than one)
- Note down how the viewer is influenced by acting through
 - body language
 - facial expressions
 - Write down striking cinematic means and the effects the director aims to achieve with them.

Post-viewing

- Show how the characters are related to each other, what their character traits are and how they feel and behave. Draw a concept map to depict basic relationships.
- State your
 - opinion on the message of the film and on the movie/film in general
 - impressions of the characters and the setting and how they differ from your initial impressions (cf. 5).
- If some scenes / the film in general arouse/arouses different emotions among the members of your group, analyse and discuss the reasons for these reactions.

5.1 Self-assessment grid: Viewing a film

You can use this self-assessment grid to evaluate your own work. While checking your progress and work, answer the questions below and tick:

😊😊 - well done 😊😊 - pretty good 😊😐 - OK, but needs some improvement 😐😐 - needs improvement

Criteria	Date:				Date:				Date:			
	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊
	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊
Pre-viewing												
I have studied relevant skills pages on viewing a film.												
I have noted down what I already know about the film.												
I have understood the task(s).												
If no task is given, I have prepared columns on a separate sheet of paper for my spontaneous impressions, the genre, setting, characters/actors, plot etc.												
While-viewing												
I have only noted down information which is important and/or relevant to the task.												
I have stated the film's message/intention.												
I have answered the questions: Where? Who? What?												
Close-viewing												
I have paid particular attention to the structure, cinematic means and point of view and examined their effects on the viewer												
I have noted down how the acting influences the viewer through body language and facial expressions												
Post-viewing												
I have drawn a concept map depicting basic character traits and relationships.												
I have analysed the behaviour and feelings of important characters.												
I have stated my impressions of the characters and the setting and compared them with my initial impressions.												
I have stated my opinion on the message of the film and on the movie/film in general.												
If some scenes / the film in general aroused different emotions among the members of our group, we have analysed and discussed the reasons for these reactions.												

6. Criteria for preparing project work

The following guidelines are not all equally applicable to all the different kinds of project work that exist but can be adapted to your needs.

- Consult your teacher if you are not definitely sure if the topic is suitable.
- Speak English throughout the whole work process as this will help you express your contributions in English.

Preparing your project work:

- Start with some brainstorming about what you want to deal with, what you want to find out, what results you expect.
- Note down aspects you will have to cover.
- Note down the kinds of material useful for your project.
- Outline the content of your project and structure your ideas.
- Decide who in your group is responsible for what.
- Write "to do lists" for all team members. Keep on doing so during the whole work process.
- Devise a schedule which includes the different stages of your work, deadlines to be met and the names of the students who are responsible for certain tasks.

Carrying out research together:

- When carrying out research draw on different sources and assess their validity (see Tip 2).
- Keep a record of your results by making notes (see Tip 3). Also, if you come across new words and phrases which you need to deal with and which are relevant to the task, note them down and learn them.
- If need be, make use of the "Skills Pages" in your English textbooks, refer to dictionaries, grammar books, encyclopaedias, etc. (see Tip 4).
- In the course of your work you might have to redefine some aspects of your work or aims of your project. Do not hesitate to ask your teacher for advice.
- While working you will have to alter/update parts of your schedule, but make sure to meet the final deadline.

Reflecting on your work:

- At the end of your work assess your results/products/what you have learnt and achieved and discuss what you will do differently the next time.

Tip 2: Assessing the reliability and validity of sources

- Determine what kind of publication it is and where and by whom the source was published (e.g. university, serious/popular newspaper, commercial website).
- Look at the date of publication to make sure you are not referring to material that is outdated / not useful for your purposes.
- Examine the source closely for information about the author/s and find out what qualifications he/she/they has/have for writing about the topic.

- Establish whether the author/s seems/seem objective or biased by considering his/her/their language and purpose (e.g. to inform, to comment, to influence/persuade the reader, to sell a product).
- Compare the information with information you have found about the topic in other sources. Does it confirm/contradict information from these other sources?

Tip 3: Making, compiling and organising notes

When you make notes you collect condensed information from a text.

- Focus on the information relevant to your task. Skimming or scanning can help you find the passages you need. If possible, highlight them in the text.
- When making notes write keywords, not complete sentences.
- Divide up the information by means of headings, subheadings, numbers, letters, etc..
- Group together notes with similar information.
- Arrange different notes in a logical order. This might already reflect the structure of your paper or presentation.
- Graphic organisers such as concept maps or diagrams can also help you develop a structure and understand interconnections and relationships.

Tip 4: Using Encyclopaedias

Encyclopaedias are reference books containing general and/or specific information which is usually arranged in alphabetical order. There are basically two types of encyclopaedias: general encyclopaedias (e.g. the Encyclopaedia Britannica), covering all subject areas and branches of knowledge, and subject-related ones (e.g. International Encyclopedia of Women Scientists), providing in-depth knowledge on one area only. Encyclopaedias can consist of one or many volumes. Most of them are also available as CD ROMs and some are online.

- Use an encyclopaedia if you want to get general background information, narrow down a topic you are dealing with and check on information you are not sure about.
- Refer to the index and table of contents if the alphabetical order of the encyclopaedia does not yield satisfactory results for you.
- Skim and scan the entry/article and look at fact boxes or pictures with captions to find relevant information.
- Look at the cross-references/hyperlinks (on the Internet) which lead you to other articles related to the topic.
- Study the bibliography which leads you to articles, books etc. that you might need.

6.1 Self-assessment grid: Project Work

You can use this self-assessment grid to evaluate your own contribution individually or your work as a group. While checking your progress and work, answer the questions below and tick:

😊😊 - well done 😊😊 - pretty good 😐😊 - OK, but needs some improvement 😐😐 - needs improvement

Criteria	Date:	Date:	Date:
	😊😊😊😊	😊😊😊😊	😊😊😊😊
	😊😊😊😊	😊😊😊😊	😊😊😊😊
General rule			
I/We speak English throughout the whole work process.			
Preparation			
I/We have clearly defined the topic and considered its suitability for the set task.			
I/We have examined all the aspects of the topic.			
I/We have considered all the material necessary for the project.			
I/We have structured our ideas and written an outline.			
We have assigned tasks to all group members as equally as possible.			
Carrying out research			
I/We have written and updated my/our "to do lists", which include the different stages of my/our work, deadlines to be met (in groups: the names of the students who are responsible for certain tasks).			
I/We have drawn on different sources and assessed their validity.			
I/We have kept a record of my/our results.			
I/We have reflected on our project and where necessary, redefined its aim and/or certain aspects.			
Assessment			
I/We have assessed my/our results and discussed what should be done differently next time.			

7. Criteria for doing research

Preparation

- Make sure you know what your subject implies. If not, ask your teacher.
- Formulate a number of key questions you want to find an answer to. Refer to these key questions in the further process of your work and modify them if necessary.
- Get a good overview of the subject. Begin with search engines such as Google, and talk to others about the project.
- Note: Wikipedia is a good way to get started, but do not base your research on it. (Not all contributions to Wikipedia are scientifically proven or completely reliable.)

Collecting material and sticking to the point

- Based on your key questions draw up a structure (or mind map) containing all the aspects of your task. Use this structure to find out which of the available materials are suitable.
- Bookmark Internet sites that you consider important.
- When using the Internet, do not follow every link but stick to your task.
- Look for keywords in the subject or in online library catalogues (in Berlin you will find them at www.voebb.de), skim through the bibliography of the books you have found and note down titles that sound relevant to your research. Do not hesitate to ask librarians to help you find relevant books.
- Refer to encyclopaedias to get general background information, to narrow down your topic and to check on information you are not sure about (see Tip 3).
- Get a first impression of the relevance of a text by scanning it for information you need.
- Consider additional sources of information (e.g. results from surveys, archives, embassies, companies, museums, experts).
- Do not get distracted but stick to the key question/s you have formulated.
- Make notes of relevant information. You can use index cards for this. Check the reliability of the information you have found.
- Always note down/copy the exact source of the information, quote, etc. (and in the case of Internet sources, the date you accessed them). Make sure your sources are up to date.

Putting your results together

- Use your structure to develop your line of argument and to focus on your most important results.
- Based on this structure select the material you are going to use.

Tip 5: Internet Research

- When using Internet sources be selective: Sites with domain name extensions such as edu (educational institution), gov (government), or org (non-profit organization) represent institutions and are in general reliable. But beware of possible political bias (e.g. on some government sites). Com sites can also have relevant information for your research topic/question but often they just contain advertising.
- If you want to limit your Internet research to English-speaking sources, click on options/search settings to choose the language.
- Use quotation marks (e.g. "History of the Big Apple") if you want to find the exact wording of a phrase on the Internet.

For further useful tips relating to doing research see "Criteria for preparing project work".

7.1 Self-assessment grid: doing research

You can use this self-assessment grid to evaluate your own contribution individually or your work as a group. While checking your progress and work, answer the questions below and tick:

😊😊 - well done 😊😊 - pretty good 😊😐 - OK, but needs some improvement 😐😐 - needs improvement

Criteria	Date:				Date:				Date:			
	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊
	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊
General rule												
I/We speak English throughout the whole work process.												
Preparation												
I/We have clearly defined the topic and formulated a number of key questions.												
I/We have gained a good overview of the topic.												
I/We have drawn up a structure containing all the aspects of the task.												
Collecting material												
I/We have drawn on different sources.												
I/We have selected only reliable sources.												
I/We have always noted down the exact sources of the information and in the case of Internet sources, given the date I/we accessed them.												
I/We have remained focused on my/our task and key questions.												
If the material was not relevant to the key questions I/we reconsidered our choice of material and/or modified our key questions.												
Whenever I/we needed to modify the key questions and/or the structure and/or had to reconsider the choice of material I/we made a note of this.												
I/We have kept a record of my/our results.												
Putting the results together												
I/We have developed a clear structure and line of argument and focused on the most important results.												
I/We have selected suitable material I/we are going to use.												
I/We have made sure this material suits the key questions and the structure of the task.												
I/We have used material reflecting diverse viewpoints and shown how it confirms or refutes them.												

8. Criteria for giving presentations / presenting project work

The following criteria primarily apply to PowerPoint presentations, but with minor alterations they can also be used for talks and formal speeches and be enhanced by overhead transparencies or other visual material. They are applicable to group presentations as well as to talks given by individual students.

Planning and putting together your presentation / your talk on your project work:

Make sure you understand the task. Do not hesitate to ask your classmates or your teacher.

Preparation of the talk:

- Structure your presentation clearly (introduction, main part, conclusion/summary/outlook/open questions), and present this structure at the beginning of your presentation.
- Think of a catchy beginning/teaser to attract your audience's attention, e.g. an anecdote, a thought-provoking question, quote or picture. You might also state why the topic you have chosen is of so much interest to you and/or of relevance to your audience.
- Use striking facts to keep your audience interested and give good examples to illustrate your points.
- Stick to the topic/key question(s) of your presentation.
- In case of a group presentation, make sure that everybody has contributed equally to it and that this also shows in your presentation. Support each other and act as a team.
- Consider how much time you want to allot to each point and ensure you stay within the time allowed, including questions that might be asked at the end.
- Decide on how to provide yourselves with prompts (keywords, cards).
- Rehearse your presentation/speech before you give it, e.g. in front of friends, family, or a mirror. Do not memorize whole sentences.
- Make sure you can pronounce difficult words correctly. If you use online dictionaries such as *leo.org* or *macmillandictionary.com*, you can listen to the pronunciation.
- Anticipate questions you may be asked at the end of your presentation and prepare a response.

Visual aids:

- Decide on the kind of visual aids most suitable for your topic and material.
- In the course of your preparation, keep in mind that you have to collect visual material suitable for illustrating your results in your presentation.
- Consider carefully why you have chosen certain visual aids (photos, film clips, graphs, etc) and what purpose they serve in your presentation; use your visuals sparingly.

PPP and OHP

- Layout your slides/transparencies clearly and carefully: Use a large font (at least 32 point size); leave sufficient margins on all four sides; in particular at the bottom so that everything can also be seen from the back of the room.
- Do not overload your slides/transparencies with too much information. Use headings, keywords or phrases instead of sentences; make sure they are clear and easy to understand and proofread them for spelling errors.
- If you need a slide more than once, avoid having to go back. Reproduce it at the place where you need it.

Technical preparation:

- On the day before the presentation check that all technical equipment is working.
- Prepare a backup (e.g. overhead projector/transparencies, a second notebook) in case the technical equipment is not working on the day of your presentation.
- Bring all the material you need on the day of the presentation; consider using a remote control device to avoid standing next to the computer.
- Clean chalkboards, whiteboards etc, even if you do not intend to use them.

Giving your presentation / presenting your project work:

- Only start your presentation when everybody is quiet. Pause when listeners are talking.
- Look at the audience and make eye contact.
- Speak clearly, slowly, loudly, fluently and freely (however, you may use index cards as cues if necessary).
 - Do not read out from the slides/transparencies or your cue cards. Use the information on them as support to keep you focused on the structure of your presentation.
 - Take your time: Pause in the right places, give your audience enough time to look at the slides/transparencies/visual aids and to ask questions at the end of the presentation.
- Do not stand in front of the screen. Use a pointer or a pen if you want to show something on the screen.

Reflecting on your work:

After the presentation think about your strengths and weaknesses and what you would do better next time (cf. assessing one's own work and that of others).

Handout

If you do not use PowerPoint or transparencies or do not want your audience to take notes, prepare a handout which you can pass out before or after the presentation. (In the latter case tell your audience beforehand that they will get a handout.)

Consider the following aspects:

- Write your school name, subject/course, your name(s), the date and title at the top. If necessary also include the occasion for the presentation.
- Do not include too much information and make sure your handout relates to what is said in the presentation.
- As a rule of a thumb: The handout should not exceed two pages in at least font size 10 for a twenty-minute presentation unless you need to present additional information / relevant data.
- Structure it clearly and logically so that it is easy to read. Avoid long texts, using e.g. bullet points and keywords instead. Distinguish between main points and supporting points.
- Consider whether you want to leave room for notes.
- Make sure your handout is legible and visually attractive.
- Cite your sources and include a bibliography of works quoted at the end.
- Proofread your handout.
- Staple and punch holes in your handout and make sure you have enough copies for everybody.

8.1 Self-assessment grid: giving presentations / presenting project work

You can use this self-assessment grid to evaluate your own contribution individually or your work as a group. While checking your progress and work, answer the questions below and tick:

😊😊 - well done 😊😊 - pretty good 😊😐 - OK, but needs some improvement 😐😐 - needs improvement

Criteria	Date:	Date:	Date:
	😊😊😊😊	😊😊😊😊	😊😊😊😊
	😊😊😊😊	😊😊😊😊	😊😊😊😊
Preparation of the talk			
I/We have structured my/our presentation using an introduction, a main part, a conclusion/ summary/outlook/ open questions.			
I/We have thought of ways to attract and keep the audience's attention.			
I/We have remained focused on our topic/key questions.			
I/We have made sure we will stay within our time limit.			
I/We have prepared prompts.			
I/We have rehearsed the presentation thoroughly.			
I/We have checked the pronunciation of difficult words.			
I/We have thought of questions that could be asked by the audience and am/are prepared to answer them.			
I/We have chosen suitable visuals/activities for the topic and considered the function I/we want them to serve.			
The layout of my/our slides is clear and well-structured and there are no spelling errors.			
I/We have checked the room and the technical equipment and thought of a backup.			

9. Criteria for preparing and presenting role plays

In a role play you act out a situation in which each participant assumes the role of a particular person. You might have to portray a specific situation and assigned role (in this case you are most likely to get role cards) or to portray a less defined situation and develop your own setting and roles.

Basic rules:

- Speak English throughout the whole work process and avoid translating German phrases into English.
- Involve all members of your group in the process and act as a team.

Preparing your role play:

- Considering the topic, the number of participants and the room you are in, decide on the following:
 - Where does it take place?
 - What happens?
 - Who plays /does what?
- As to "What happens", make sure the audience can understand
 - the action (e.g. portrayal of setting/characters),
 - the crisis/conflict
 - the resolution of the conflict and the message involved.
- Assign each other roles (possibly more than one role per person and for non-players tasks as director and/or observers etc.).
- While rehearsing develop suitable character traits for each character. Make sure the emotions, behaviour, viewpoints, language/register reflect the character traits you want to show.
- Consider whether your role play reflects a culturally authentic setting/background/situation (habits, traditions etc.) and whether your performance is in accordance with the setting (time and place) you want to portray.
- Ensure your language is correct. Use a dictionary to check your pronunciation. If you use online dictionaries such as *leo.org* or *macmillandictionary.com*, you can listen to the pronunciation.
- Consider what material/props you need for your role play. Try to find suitable items that will enhance your performance/message.
- Rehearse your role play thoroughly.
- Don't make it too long or too short. Stick to the time assigned to you.

Presenting your role play:

- No matter what happens: Stay in role while acting.
- Speak freely, loudly and clearly - and take your time (do not rush through your part).
- When you notice mistakes in your English, correct them afterwards as part of the evaluation. Don't let your acting be affected by a mistake. The overall performance is what is most important.
- Keep conversations natural, fluid and consistent.

Getting feedback and assessing your role play:

- After the role play get/give feedback. Think about the strengths and weaknesses of the role play and what should be done differently next time. Do not forget:
 - Observing and commenting is easier than actually doing something. But most of all you learn by and from doing things - although the results will not always be perfect.

9.1 Self-assessment grid: preparing and presenting role plays

You can use this self-assessment grid to evaluate your own contribution individually or your work as a group. While checking your progress and work, answer the questions below and tick:

😊😊 - well done 😊😊 - pretty good 😊😐 - OK, but needs some improvement 😐😐 - needs improvement

Criteria	Date:	Date:	Date:
	😊😊😊😊	😊😊😊😊	😊😊😊😊
	😊😊😊😊	😊😊😊😊	😊😊😊😊
Basic rules			
I/We speak English throughout the whole work process.			
I/We involve all members of our group in the process and act as a team.			
If there are more members than acting parts, we give them roles as director, props manager, prompter, language observer			
Preparation			
We have decided on setting and action and made sure the audience can understand within the context of our role play.			
I/We have considered the cultural authenticity of the setting/background/situation.			
We have assigned each other roles and/or certain tasks.			
I/We have considered that my/our acting reflects the character traits and emotions I/we want to show and is in accordance with the setting.			
I/We have checked the language and in particular the pronunciation.			
I/We have considered all the necessary materials/props.			
I/We have rehearsed my role / our roles thoroughly.			
I/We have made sure I/we stay within the time limit.			
Presentation			
I/We have stayed in role.			
I/We have spoken freely, loudly and clearly and have kept conversations natural, fluent and consistent.			
I/We did not rush through my part / our parts.			
Feedback and assessment			
We have listened to how the audience reacted.			
Based on their response and comments we have talked about the strengths and weaknesses of the role play and what should be done differently next time.			

10. Criteria for peer editing

In order to improve the clarity and accuracy of a text you need to review your writing carefully. When you do this with a classmate, it is called "peer editing."

- Pass your text on to a classmate and take his/hers.
- Make sure that all the necessary resources and materials are available to you (e.g. dictionaries, grammar books, textbooks, "Skills Pages", "Materialien zum selbstständigen standardorientierten Lernen in der gymnasialen Oberstufe: Englisch - Text production" and - if possible - the Internet)
- Make sure you know which are the relevant sections in "Materialien zum selbstständigen standardorientierten Lernen in der gymnasialen Oberstufe: Englisch - Text production" for your text (e.g. *General Advice on Writing, Revising written texts, How to improve my writing*). Use the criteria given there.
- Read your classmate's text slowly and carefully (read it aloud if this is possible and useful to you).
- Highlight and make notes on those parts of the text which you think are particularly good. Be prepared to give reasons for your opinion.
- Mark those parts of your classmate's text which you think are
 - hard to understand (and should be corrected first and foremost)
 - incorrect or need improvement in terms of language, style, organization and content.
- Be prepared to explain why you think certain aspects of the text should be improved.
- Consult the resources and materials available to you if you are not sure about a certain issue.
- Re-read your classmate's text a couple of times to ensure that you have a good grasp of its content, strengths and weaknesses.

Tip 6: Using the computer to check and improve your language

- If you want to find out whether a certain expression or phrase is idiomatically correct and/or you want to know its collocation / the context it can be used in, refer to the *British National Corpus* (<http://www.natcorp.ox.ac.uk/>) or the *Corpus of Contemporary American English* (<http://corpus.byu.edu/coca/>). Of course, you can also use online dictionaries such as *linguee* or search engines like *Google* to check your language.
- Use quotation marks if you want to find the exact wording of a phrase. However, make sure the source you have found is reliable.
- If you work on the computer, click on options/languages/English. Squiggles under words/phrases/sentences will show you mistakes in your text. The programme will make suggestions as to how to correct the mistakes. However, check those suggestions as they may be incorrect.

10.1 Self-assessment grid: Peer editing

You can use this self-assessment grid to evaluate your own work individually or with your partner. While checking your progress and work, answer the questions below and tick:

😊😊 - well done 😊😊 - pretty good 😊😐 - OK, but needs some improvement 😐😐 - needs improvement

Criteria	Date:				Date:				Date:			
	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊
	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊
I/We have had all the resources and materials available I/we needed.												
I/We have read my partner's /our partners' text(s) very carefully and thoroughly.												
I/We have highlighted/made notes on passages in my partner's /our partners' text(s) that were very good.												
I/We have highlighted/made notes on passages in my partner's /our partners' text(s) that were hard to understand.												
I/We have highlighted/made notes on passages in my partner's /our partners' text(s) that were incorrect/needed improvement in terms of language, style, organization and content.												
I/We were able to explain why I/we thought certain aspects of the text(s) should be improved.												
I/We have consulted the resources and materials available to me/us if I/we were not sure about certain issues.												
I/We have re-read my partner's / our partners' text(s) a couple of times.												
I/We have got good grasp of the content of my partner's / our partners' text(s) as well as its/their strengths and weaknesses.												
We have talked about our insights and results thoroughly.												

11. Criteria for assessing one's own work and that of others

In order to be able to evaluate your and your classmates' coursework you need clear criteria. You can use all of the above self-assessment sheets to evaluate your and your classmates' performances.

On page 29 of this brochure you will find an example of a criteria-based assessment sheet as used by teachers. It is also a useful tool for students who want to assess what they and their classmates have already achieved. This criteria-based assessment sheet covers

- speaking and communicative skills
- reading, listening and viewing skills
- skills related to working on your own and with others in the classroom

1. Focus on the section(s) of the assessment sheet(s) that are relevant for evaluating your and/or your classmates' skills.
2. Make sure with your classmates that everybody understands the criteria.
3. Based on the criteria of the assessment sheet(s) take notes on your own and/or your classmates' academic performances and skills.
4. Make sure that you can give convincing evidence and reasons for your evaluation.
5. Start your comment by praising your classmate/s for what he/she/they has/have done well.
6. When criticising be honest and precise but avoid offending others. Rather than saying what is bad, concentrate on what could be improved – possibly in connection with what has already been done well (e.g. "You chose some really good pictures, so it's a pity that some of the visuals in your presentation were too small. Maybe next time you could enlarge them and use a bigger font.").

When criticised do not take it as an offence. As long as criticism is put forward in a fair way it helps you improve your skills and academic performance.

Tip 7: Learning Log

A learning log helps you record and reflect upon your learning and skills development. It is a personal journal which can help you identify your individual learning strengths and weaknesses so that you can improve your learning skills in the future. The following grid is just an example. You should make your learning log fit your individual needs.

date	What was the activity?	What was I expecting to learn?	What have I learnt?	Did it go well/badly? Why?	What will I do differently next time?

11.1 Self-assessment grid: Assessing one's own work and that of others

You can use this self-assessment grid to evaluate your work individually, with your partner or as a group. While checking your progress and work, answer the questions below and tick:

😊😊 - well done 😊😊 - pretty good 😊😐 - OK, but needs some improvement 😐😐 - needs improvement

Criteria	Date:				Date:				Date:			
	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊
	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊	😊😊
I/We have referred to assessment sheets / sections of assessment sheets relevant for evaluating my and/or our classmates' skills.												
I/We have understood the criteria for assessing my/our skills.												
I/We have taken notes on my/our classmates' performance and skills using the given criteria.												
I/We have given convincing reasons for my/our evaluation using the criteria of the assessment sheets.												
I/We have encouraged my/our classmates and have been fair to them/each other.												

Bewertungsraster für die Leistung im Unterricht der Gymnasialen Oberstufe

Name des Schülers / der Schülerin: _____

(Arbeit im Plenum, Unterrichtsgespräch, Arbeit in Teams/Gruppen, selbstständiges Arbeiten)

Aspekt		Deskriptoren: Die Schülerin / Der Schüler ...						
Kommunizieren		<input type="checkbox"/> hört durchgehend aktiv zu	<input type="checkbox"/> hört aktiv zu	<input type="checkbox"/> hört meist aktiv zu	<input type="checkbox"/> hört temporär aktiv zu	<input type="checkbox"/> hört selten aktiv zu	<input type="checkbox"/> hört nicht aktiv zu	<input type="checkbox"/> hört nicht zu, ist abgelenkt
		<input type="checkbox"/> bezieht die Perspektiven anderer ein	<input type="checkbox"/> bezieht wesentliche Perspektiven anderer ein	<input type="checkbox"/> bezieht bekannte Perspektiven anderer ein	<input type="checkbox"/> bezieht Teile bekannter Perspektiven anderer ein	<input type="checkbox"/> nimmt nur die eigene Perspektive ein und begründet sie	<input type="checkbox"/> nimmt nur die eigene Perspektive ein und begründet sie ansatzweise	<input type="checkbox"/> nimmt nur die eigene Perspektive ein, ohne sie zu begründen
		<input type="checkbox"/> gibt konstruktive Rückmeldung, nimmt diese an und setzt sie um	<input type="checkbox"/> gibt konstruktive Rückmeldung, nimmt diese an und setzt sie teilweise um	<input type="checkbox"/> gibt und nimmt weitgehend konstruktive Rückmeldung und setzt sie teilweise um	<input type="checkbox"/> gibt und nimmt faire, teilweise sachbezogene Rückmeldung, setzt sie ansatzweise um	<input type="checkbox"/> gibt faire, ansatzweise sachbezogene Rückmeldung und lässt sie zu	<input type="checkbox"/> zeigt Ansätze für faire, sachbezogene Rückmeldung und dafür, sie zuzulassen	<input type="checkbox"/> gibt keine faire, sachbezogene Rückmeldung und lässt diese nicht zu
Verwenden der Fremdsprache	Wortschatz	<input type="checkbox"/> verwendet umfangreichen Wortschatz differenziert	<input type="checkbox"/> verwendet angemessenen Wortschatz korrekt oder umfangreichen Wortschatz meist korrekt	<input type="checkbox"/> verwendet einfachen Wortschatz korrekt mit Ansätzen für anspruchsvollere Wendungen	<input type="checkbox"/> verwendet einfachen Wortschatz im Wesentlichen sicher	<input type="checkbox"/> verwendet einfachen Wortschatz mit teilweisen Hilfen	<input type="checkbox"/> verwendet einfachen Wortschatz mit umfangreichen Hilfen	<input type="checkbox"/> verwendet einfachen Wortschatz trotz umfangreicher Hilfen unsicher
	Grammatik	<input type="checkbox"/> verwendet auch komplexere Strukturen sehr sicher	<input type="checkbox"/> verwendet geläufige Strukturen sicher und komplexere meist korrekt	<input type="checkbox"/> verwendet geläufige Strukturen meist korrekt; komplexere Strukturen teilweise korrekt	<input type="checkbox"/> verwendet geläufige Strukturen großenteils korrekt und komplexere Strukturen mit Hilfen	<input type="checkbox"/> verwendet geläufige Strukturen mit teilweisen Hilfen	<input type="checkbox"/> verwendet geläufige Strukturen mit umfangreichen Hilfen	<input type="checkbox"/> verwendet geläufige Strukturen auch mit umfangreichen Hilfen unsicher
	Aussprache	<input type="checkbox"/> verwendet durchweg klare, verständliche Aussprache und Intonation	<input type="checkbox"/> verwendet meist klare, verständliche Aussprache und Intonation	<input type="checkbox"/> verwendet Aussprache und Intonation, die eine weitgehend störungsfreie Kommunikation ermöglichen	<input type="checkbox"/> verwendet Aussprache und Intonation, die einzelne Nachfragen erfordern	<input type="checkbox"/> verwendet Aussprache und Intonation, die wiederholte Einhilfen erfordern	<input type="checkbox"/> verwendet Aussprache und Intonation, die trotz Einhilfen die Verständigung erschweren	<input type="checkbox"/> verwendet Aussprache und Intonation, die trotz Einhilfen eine Verständigung unmöglich machen
	Flüssigkeit	<input type="checkbox"/> verwendet der Sprechabsicht durchgängig angemessenes Sprechtempo	<input type="checkbox"/> verwendet der Sprechabsicht nahezu immer angemessenes Sprechtempo	<input type="checkbox"/> verwendet der Sprechabsicht weitgehend angemessenes Sprechtempo	<input type="checkbox"/> verwendet der Sprechabsicht ansatzweise angemessenes Sprechtempo	<input type="checkbox"/> formuliert durchgängig langsam oder mit langen Pausen	<input type="checkbox"/> formuliert sehr langsam und mit langen Pausen	<input type="checkbox"/> äußert sich nur bruchstückhaft oder gar nicht
		<input type="checkbox"/> für eine reibungslose Kommunikation mit durchgehend aufgabenbezogenen, klaren, zusammenhängenden Inhalten	<input type="checkbox"/> für erfolgreiche Kommunikation mit aufgabenbezogenen, klaren, zusammenhängenden Inhalten	<input type="checkbox"/> für eine trotz Unsicherheiten gelingende Kommunikation mit weitgehend aufgabenbezogenen, klaren, zusammenhängenden Inhalten	<input type="checkbox"/> für eine weitgehend gelingende Kommunikation, die sich mit Hilfestellung auf die Aufgabe bezieht und großenteils klar und zusammenhängend ist	<input type="checkbox"/> für eine weitgehend gelingende Kommunikation, die mit Hilfestellung teilweise aufgabenbezogen, klar und verständlich ist	<input type="checkbox"/> für eine ansatzweise gelingende Kommunikation, die mit Hilfestellung Aufgabenbezug erkennen lässt	<input type="checkbox"/> nicht ansatzweise für eine gelingende Kommunikation, die trotz gezielter Hilfestellung unmöglich ist

Aspekt	Deskriptoren: Die Schülerin / Der Schüler ...						
Arbeiten, Planen und Kooperieren	<input type="checkbox"/> nutzt Materialien überaus zweckmäßig, aufgabenorientiert, flexibel und durchdacht	<input type="checkbox"/> nutzt Materialien zweckmäßig, aufgabenorientiert, flexibel und durchdacht	<input type="checkbox"/> nutzt Materialien weitgehend zweckmäßig, aufgabenorientiert, flexibel und ansatzweise durchdacht	<input type="checkbox"/> nutzt Materialien mit Hilfen aufgabenorientiert, flexibel und durchdacht	<input type="checkbox"/> nutzt Materialien mit Hilfen ansatzweise aufgabenorientiert und punktuell durchdacht	<input type="checkbox"/> nutzt Materialien mit Unterstützung in geringem Maße aufgabenorientiert	<input type="checkbox"/> nutzt Materialien auch mit Unterstützung nicht aufgabenorientiert
	<input type="checkbox"/> bezieht sich stets genau auf Thema und Gesprächspartner	<input type="checkbox"/> bezieht sich auf Thema bzw. Gesprächspartner	<input type="checkbox"/> bezieht sich im Wesentlichen auf Thema bzw. Gesprächspartner	<input type="checkbox"/> bezieht sich erkennbar auf Thema bzw. Gesprächspartner	<input type="checkbox"/> bezieht sich mit Einhilfen auf Thema bzw. Gesprächspartner	<input type="checkbox"/> bezieht sich mit umfassenden Einhilfen auf Thema bzw. Gesprächspartner	<input type="checkbox"/> bezieht sich trotz umfassender Einhilfen nicht auf Thema bzw. Gesprächspartner
	<input type="checkbox"/> arbeitet selbstständig und vorausschauend mit eigener sinnvoller Arbeits- und Zeitplanung	<input type="checkbox"/> arbeitet selbstständig, mit eigener, angemessener Arbeits- und Zeitplanung	<input type="checkbox"/> arbeitet überwiegend selbstständig mit eigener, angemessener Arbeits- und Zeitplanung	<input type="checkbox"/> arbeitet oft selbstständig mit in Grundzügen vorgegebener Arbeits- und Zeitplanung	<input type="checkbox"/> arbeitet punktuell selbstständig mit vorgegebener Arbeits- und Zeitplan	<input type="checkbox"/> arbeitet nur mit präzisen Hilfen	<input type="checkbox"/> arbeitet trotz umfangreicher Hilfen nicht
	<input type="checkbox"/> löst komplexe bzw. gestufte Aufgaben selbstständig und konzentriert	<input type="checkbox"/> löst komplexe bzw. gestufte Aufgaben konzentriert und meist selbstständig	<input type="checkbox"/> löst komplexe Aufgaben mit Hilfen, einfache Aufgaben selbstständig	<input type="checkbox"/> löst einfache Aufgaben mit Unterstützungshinweisen	<input type="checkbox"/> löst einfache Aufgaben mit Unterstützungshinweisen und Hilfen	<input type="checkbox"/> löst einfache Aufgaben mit umfangreicher Unterstützung	<input type="checkbox"/> löst einfache Aufgaben auch mit umfangreicher Unterstützung nicht
	<input type="checkbox"/> beschreibt den Arbeitsprozess und wertet ihn aus	<input type="checkbox"/> beschreibt den Arbeitsprozess und wertet ihn im Wesentlichen aus	<input type="checkbox"/> beschreibt den Arbeitsprozess und wertet ihn teilweise aus	<input type="checkbox"/> beschreibt den Arbeitsprozess weitgehend und wertet ansatzweise aus	<input type="checkbox"/> beschreibt den Arbeitsprozess in Teilen	<input type="checkbox"/> beschreibt den Arbeitsprozess ansatzweise	<input type="checkbox"/> beschreibt den Arbeitsprozess auch nicht ansatzweise
	<input type="checkbox"/> erfüllt Aufgaben und hält dabei die gestellten Anforderungen an Inhalt und Form in hohem Maße ein	<input type="checkbox"/> erfüllt Aufgaben und hält dabei die gestellten Anforderungen an Inhalt und Form in vollem Umfang ein	<input type="checkbox"/> erfüllt Aufgaben und hält dabei die gestellten Anforderungen an Inhalt und Form ein	<input type="checkbox"/> erfüllt Aufgaben und hält dabei die gestellten Anforderungen an Inhalt und Form in wichtigen Teilen ein	<input type="checkbox"/> erfüllt Teile von Aufgaben und hält dabei die gestellten Anforderungen an Inhalt und Form in wesentlichen Bereichen ein	<input type="checkbox"/> erfüllt Teile von Aufgaben und hält dabei die gestellten Anforderungen an Inhalt und Form ansatzweise ein	<input type="checkbox"/> erfüllt Teile von Aufgaben, ohne die gestellten Anforderungen an Inhalt und Form zu erfüllen
	<input type="checkbox"/> arbeitet kooperativ, eigeninitiativ und verantwortungsvoll mit anderen zusammen	<input type="checkbox"/> arbeitet eigeninitiativ und verantwortungsvoll mit anderen zusammen	<input type="checkbox"/> arbeitet zuverlässig mit anderen zusammen	<input type="checkbox"/> arbeitet im Wesentlichen zuverlässig mit anderen zusammen	<input type="checkbox"/> arbeitet punktuell mit anderen zusammen	<input type="checkbox"/> arbeitet nur mit selbst gewählten Partnerinnen/Partnern zusammen	<input type="checkbox"/> arbeitet nicht mit anderen zusammen
mündliche Leistung insgesamt	<input type="checkbox"/> zeigt umfassende und vernetzte Kenntnisse und wendet diese bezogen auf die Anforderungen problemlösend und äußerst durchdacht an	<input type="checkbox"/> zeigt gründliche Kenntnisse und wendet diese bezogen auf die Anforderungen problemlösend und durchdacht an	<input type="checkbox"/> zeigt angemessene Kenntnisse und wendet sie bezogen auf die Anforderungen überwiegend problemlösend bzw. begründend an	<input type="checkbox"/> zeigt weitgehend angemessene Kenntnisse u. wendet sie bezogen auf die Anforderungen mit kleineren Hilfen teilweise problemlösend bzw. begründend an	<input type="checkbox"/> zeigt ansatzweise Kenntnisse und wendet diese mit Hilfen bezogen auf die Anforderungen problembezogen an	<input type="checkbox"/> zeigt wenige bzw. vereinzelte Kenntnisse und wendet diese bezogen auf die Anforderungen mit deutlichen Einhilfen ansatzweise an	<input type="checkbox"/> zeigt keine Kenntnisse bzw. wendet auch nach Einhilfen keine Kenntnisse auf die Anforderungen bezogen an
Noten	1	2	3	4	5	6	

Notes

Notes

Notes

Notes