

## 4. Self-assessment/peer-assessment – assessment of pupils' texts

### 4.1 Zur Arbeit mit „Self-/peer-assessment checklist“

Die hier vorgestellte Checkliste ist eng angelehnt an das kriteriale Auswertungsraster zur Beispielaufgabe „I have a dream“. Im Sinne der Verständlichkeit für und Handhabbarkeit durch die Lernenden wurden einzelne Elemente weiter konkretisiert. Diese Checkliste wurde auf der Tagung zur Vorstellung der Ergebnisse der Arbeitsgruppe „Standardorientierte Unterrichtsentwicklung Englisch – Diagnostizieren, Individualisieren und Fördern“ vom 01.06.06 in einer Simulation erprobt und evaluiert (vgl. Workshop Ge/Gy: „Working with self-/peer-assessment checklists“) mit folgenden Ergebnissen und Hinweisen:

- 1) Die Simulation von „peer-assessment“, hier in der abgewandelten asymmetrischen Form „learner/teacher“, ist ein geeignetes Format für eine Fortbildung in der Fachkonferenz. Sie sensibilisiert für den Umgang mit kriterialen Auswertungsrastern und für die Ansprüche an die Unterrichtsentwicklung in Sachen „self-/peer-assessment“.
- 2) Wichtig für die Erkundung in der Simulation in der Fachkonferenz wie für die praktische Erprobung im Unterricht ist ein arbeitsteiliges bzw. schrittweises Arbeiten mit der Checkliste – in der Fachkonferenz Arbeitsteilung siehe „Pair work“ (Workshop Ge/Gy, Anhang 5.3) – jeweils zwei Kolleginnen/Kollegen bearbeiten eine Komponente der Checkliste, im Klassenzimmer exemplarische Einführung eines Teilbereichs der Checkliste.
- 3) Die Teilnehmerinnen und Teilnehmer des Workshops wünschen sich für die Zukunft eine zweisprachige Version für die kriterialen Auswertungsraster – eine deutschsprachige Fassung für den professionellen Gebrauch zur Leistungsmessung und –beurteilung, eine englischsprachige Version für „language awareness / language learning awareness / learner training“ im Klassenzimmer.
- 4) Die angenommene Anwendung der Checkliste im Klassenzimmer stellt hohe Anforderungen an die Unterrichtsentwicklung, trifft jedoch auf große Zustimmung im Kreis der Expertinnen und Experten. In der Vollform kann die praktische Anwendung im Sinne von Lernertraining nur gelingen, wenn der Unterricht in der Sekundarstufe von Anfang an kleine Formate des „self-/peer-assessment“ einübt und routinisiert. Hierzu werden folgende Beispiele genannt:
  - a) Im Sinne prozessorientierter Schreibschulung müssen die Lernenden gelegentlich in Klassenarbeiten explizite Planungselemente vorlegen: Stoffsammlungen, Gliederungen usw.
  - b) Schrittweise werden die Lernenden an „self-assessment“ herangeführt, indem sie z. B. in Klassenarbeiten in einer verbindlichen Zusatzaufgabe altersgemäß Angaben zur Text-/Aufgabenschwierigkeit (vgl. PowerPointPräsentation: „Text difficulty scale“, „Fun factor check“) machen.
  - c) Die meta-kognitiven Kompetenzen (*language awareness / language learning awareness* – vgl. Methodenkompetenzen in den Kernlehrplänen), das eigene Lernen in der Fremdsprache zu reflektieren und zu optimieren, werden besonders gefördert, indem die Lernenden ermutigt werden, selbst Aufgaben zu entwickeln: z. B. in der Klassenarbeit als Zusatzaufgabe: „Do your own task“, im laufenden Unterricht „Learners develop writing/reading/speaking/listening and viewing tasks and mini-tests“.

Die in Training Camp II und III verwendeten „learner/model texts“ sollten ergänzt werden durch schulinterne „Best practice Dossiers“ für die Hand der Schülerinnen und Schüler, in denen besonders gelungene Klassenarbeiten zu einschlägigen Themen und in relevanten Zieltextformaten für eine Jahrgangsstufe gesammelt werden. „Good readers are good writers; good writers are good readers – comprehensible input for class tests.“

## 4.2 Assessment of pupil’s texts (self-assessment or peer-assessment)

A) Check if you or your classmates have fully completed the given tasks:

1) TASK / Expected content of pupil’s text	ACHIEVEMENT SCALE	COMMENT
<b>1 a) Against the background of the Civil Rights Movement point out what Martin Luther King, Jr. says he dreams of in the extract.</b>	<b>(max. 9 points)</b>	
<ul style="list-style-type: none"> <li>reference to Civil Rights Movement (King = leading figure in non-violent Civil Rights Movement which tried to end the discrimination against African Americans in the USA)</li> </ul>	not at all   partly   fully 0-----0,5-----1	
<ul style="list-style-type: none"> <li>King dreams of equality as it is stated in the Declaration of Independence</li> </ul>	not at all   partly   fully 0-----0,5-----1	
<ul style="list-style-type: none"> <li>King dreams that in Georgia the sons of former slaves and slave owner will be able to live together like brothers</li> </ul>	not at all   partly   fully 0-----0,5-----1	
<ul style="list-style-type: none"> <li>King dreams of freedom and justice in the state of Mississippi, which, according to King, is full of injustice and oppression</li> </ul>	not at all   partly   fully 0-----0,5-----1	
<ul style="list-style-type: none"> <li>King dreams of a nation without racism (children judged by their character not by the colour of their skin)</li> </ul>	not at all   partly   fully 0-----0,5-----1	
<b>1 b) Outline to what extent the American students’ dreams differ from King’s dream. (= presentation of central ideas of students’ dreams and explanation how they differ from King’s dreams)</b>	<b>(max. 9 points)</b>	
<ul style="list-style-type: none"> <li>central ideas of Alyssa’s dream: dreams of a world in which all people are friends and value the fact that God made all people different and therefore special (reasons for differences: religion, skin colour, disabled people)</li> </ul>	not at all   partly   fully 0-----0,5-----1	
<ul style="list-style-type: none"> <li>differences to King’s dream: Alyssa does not only focus on racial discrimination but on different kinds of discriminations and she does not only refer to the USA but to all people in the world</li> </ul>	not at all   partly   fully 0-----0,5-----1	
<ul style="list-style-type: none"> <li>central ideas of Melissa’s dreams: dreams of a simpler world in which people value the good things in life and are happy about them; she thinks that if there was no communication technology (computers, fax machines, TV), there would be more love in the world.</li> </ul>	not at all   partly   fully 0-----0,5-----1	
<ul style="list-style-type: none"> <li>central differences to King’s dreams: she dreams of general ideals like love and happiness and wants to turn back the time to make these ideals come true</li> </ul>	not at all   partly   fully 0-----0,5-----1	

1) ASK / Expected content of pupil's text	ACHIEVEMENT SCALE	COMMENT
<b>2) How does King make use of rhetorical devices in his speech in order to make his dream clear to his audience?</b> (= name the rhetorical devices that are used <i>and</i> <u>explain</u> the effect they have on the audience)	<b>(max. 12 points)</b>	
<ul style="list-style-type: none"> <li>the correct names of the rhetorical devices that King uses in this extract are given and a correct text reference is made: (<b>repetition/parallelism</b> (ll.1,5,9,14,18: „I have a dream”), <b>metaphors</b> (ll. 8, 10f., 12f.: „table of brotherhood”, „a state sweltering with the heat of injustice” and „the heat of oppression”, „an oasis of freedom”), <b>antithesis</b> (ll. 10 – 13: „injustice” and „oppression” versus „freedom” and „justice”); <b>quotation</b> from the Declaration of Independence, cf. ll. 3f.)</li> </ul>	not at all   partly   fully 0---1---2---3---4---5---6	
<ul style="list-style-type: none"> <li>the effects the rhetorical devices have are explained (<b>repetition/parallelism</b> → emphasizes his message so that people can understand it and will remember it; <b>metaphors, antithesis</b> → illustrate how bad the present situation is and how good it could be if King's dreams came true, evoke emotions; <b>quotation</b> → by referring to the Declaration of Independence, King's dreams and hopes become more forceful and important)</li> </ul>	not at all   partly   fully 0---1---2---3---4---5---6	
<b>3 a) What do you think of dreaming about the future? Is it useful or not? Explain.</b> (= present your opinion and give arguments/explanations why dreaming about the future is useful or not)	<b>(max. 12 points)</b>	
<ul style="list-style-type: none"> <li>explanations/examples why dreaming about the future is useful are given (e.g. dreams can give you energy, commitment and motivation to improve things that are not good in your life/ in the world) or why it is not useful (e.g. you only escape into a dreamworld, you put effort into something that cannot be reached)</li> </ul>	not at all   partly   fully 0---1---2---3---4---5---6	
<ul style="list-style-type: none"> <li>one's own opinion on dreaming about the future is clearly pointed out</li> </ul>	not at all   partly   fully 0---1---2---3---4---5---6	
<b>3 b) Write your own „I have a dream, too” text for the internet Dream Archives. Make sure it differs from the other texts; try to convince young readers of your ideas.</b> (= write your own text (for the internet, different from other texts) and try to convince young readers)	<b>(max. 12 points)</b>	
<ul style="list-style-type: none"> <li>one's own dreams which are different from the ones mentioned in the other texts (e.g. love, health, success, conservation of environment, end of terrorism) are presented</li> </ul>	not at all   partly   fully 0---1---2---3---4---5---6	
<ul style="list-style-type: none"> <li>the format, formulations and contents of the text are well chosen in order to address and convince young readers who read the text on the internet (e.g. illustration of ideas, evoking emotions, choice of words and topic)</li> </ul>	not at all   partly   fully 0---1---2---3---4---5---6	
<b>Assessment of content (tasks 1 – 3):</b>		<b>max. 42 POINTS</b>

**B) Check the mode of presentation and the language you or your classmates have used to complete the tasks:**

2) TASK / Expected mode of presentation (= communicative competence)	ACHIEVEMENT SCALE	COMMENT
<ul style="list-style-type: none"> <li>a reader can read and understand the texts without any problems (= fluent presentation)</li> </ul>	not at all    partly    fully 0---1---2---3---4---5---6	
<ul style="list-style-type: none"> <li>the writer expresses his or her ideas clearly and accurately while using his or her own words</li> </ul>	not at all    partly    fully 0---1---2---3---4---5---6	
<ul style="list-style-type: none"> <li>there is a logical structure of ideas that refers to the given task (e.g. introductory sentence, final conclusion, different paragraphs, no unnecessary repetitions, etc.)</li> </ul>	not at all    partly    fully 0---1---2---3---4---5---6	
<ul style="list-style-type: none"> <li>the writer pays attention to general characteristics his or her text should include (e.g. use of effective components of persuasive writing such as use of parallelism, metaphors, personal pronouns and expressions to address and convince the reader/audience)</li> </ul>	not at all    partly    fully 0---1---2---3---4---5---6	
<ul style="list-style-type: none"> <li>the choice of words and expressions varies and is adequate for the text and the task (e.g. use of different connectives and expressions for presenting reasons, examples, opinions: because of this, this is why, therefore, in my view, etc.)</li> </ul>	not at all    partly    fully 0---1---2---3---4---5---6	
<ul style="list-style-type: none"> <li>the writer uses complex and varying sentence structures (e.g. use of subordinate clauses such as conditional clauses, infinitive- or participle-constructions, gerunds, active and passive voice, etc.)</li> </ul>	not at all    partly    fully 0---1---2---3---4---5---6	
TASK / Expected use of language (= linguistic competence and accuracy)	ACHIEVEMENT SCALE	COMMENT
<ul style="list-style-type: none"> <li>there are no spelling mistakes in the text (= the text can be read and understood without problems, there are no mistakes which show that the pupil does not know the rules of difficult spellings)</li> </ul>	not at all    partly    fully 0---1---2---3---4---5---6	
<ul style="list-style-type: none"> <li>the grammar is used correctly (= the text can be read and understood without problems, the pupil observes the basic rules of grammar, <i>if</i> there are mistakes, they show that the pupil has deliberately taken the risk to make mistakes because he or she wanted to explain his or her ideas or arguments in greater detail.)</li> </ul>	not at all    partly    fully 0---1---2---3---4---5---6	
<ul style="list-style-type: none"> <li>the vocabulary is used correctly (= the text can be read and understood without problems, the vocabulary is adequate and precise)</li> </ul>	not at all    partly    fully 0--0,5--1--1,5--2--2,5--3	
<b>Assessment of communicative and linguistic competence (tasks 1 – 3):</b>		<b>max. 48 POINTS</b>