

Impuls zur Praxis mündlicher Notengebung

What do we do now?

I give the best 'mündliche Noten' to pupils who

- can
- often
- seldom
-
-

What do we do now?

Our criteria:

Language:
grammar
vocabulary
pronunciation

.....
.....

Importance of range and accuracy?

Participation:

- frequency? (seldom – often)
- quantity each time (too little – too much)
- quality? (relevant, organized)
- interactive skills? (takes turns, interrupts, helps, clarifies, repairs, listens, asks questions ...)
- other? ...

Learner skills / attitudes:

- independent, resourceful?
e.g. can deduce meaning from context, paraphrase, 'pick up' and re-use words/phrases/patterns ...
- stays in English when teacher not nearby?
- voluntarily asks teacher questions? E.g. to check understanding/instructions
- exploits chances to speak