

Assessment Objectives (AOs) for Oral Contributions

Pupils must meet the following Assessment Objectives (AOs) to achieve well in the oral contribution grade component of their final grades.

AO1 Quality of Participation

a) Understanding:

- understands connections between previous learning and current learning, between theory and practice, between lessons and real-life situations.
- shows that she or he understands new concepts and information included in the lesson.

b) Individual Contributions:

- expresses coherent, well-informed ideas which refer to other learners' ideas and brings group discussions forward
- is able to think abstractly

c) Knowledge:

- brings information from their own experience or from other sources outside of the lesson
- takes the responsibility to secure her or his knowledge

d) Group work:

- plays an active role in group work
- works constructively and supports others in the group
- shows commitment to successful completion of projects

AO2 Frequency of Participation

- regularly participates in class discussions
- shows interest in topics and other learner's points of view

AO3 Commitment to Learning

- completes her or his homework on time and to the standards demanded by the teacher
- brings appropriate equipment to class
- listens to other learners and to the teacher
- follows instructions
- works efficiently
- stays on task

Criteria for Assessing Oral Contributions

Assessment Criteria	Outstanding	Good	Satisfactory	Sufficient	Working below expectations	Does not meet requirements
Decree (Hessen School Law 5.1 (§ 69))	Especially fulfills the demands	Fulfills the demands fully	Generally works to expectations	Some shortcomings, but on the whole works to expectations	Student's performance does not meet grade level expectation however weaknesses could still be compensated in an adequate amount of time	Does not meet requirements. Unlikely to be able to make progress due to significant gaps in fundamental knowledge
AO1: Quality of Participation						
AO1 a) Understanding	Effortless recognition of connections	Connections and structures mostly correctly recognised	Connections are generally recognised and analysis is successful on the whole	Starting to be successful at analysing and categorizing information according to known criteria (with help from others)	Understanding remains simple, structures are not recognised	Even simple concepts and structures are not recognised
AO1 b) Individual contributions	Clearly coherent, refers to others' contributions and enquires, always furthers group discussions, always relevant to the topic, always able to think abstractly	Coherent, refers to others' contributions, mostly furthers group discussions, mostly relevant to the topic and mostly able to think abstractly	Generally coherent, on-topic, sometimes furthers group discussions, generally relevant to the topic, on the whole able to think abstractly	Beginning to be coherent, mostly on topic, hardly furthers group discussions, generally still well informed, but with some gaps in knowledge, seldom able to think abstractly	Connections unclear, seldom on-topic, does not further group discussions, subject knowledge is lacking there are clear deficits in pupil's ability to think abstractly	Contributions hard to understand, seldom on topic – very little subject knowledge – does not attempt to think abstractly
AO1 c) Knowledge	Systematic and complex information within and outside the lesson	Sufficient independent information about problems spoken about in lessons	Information offered in lessons is repeatedly developed and secured independently	Information offered in lessons is developed and secured sufficiently	Pupil's knowledge is limited	No knowledge
AO1 d) Group work	Is always an active member of the group. Needs no prompting to contribute to group discussions and activities. Contributions to group work are always constructive. Shows considerable support for other members of the group. Shows considerable commitment to the successful completion of the project.	Is usually an active member of the group. Makes good contributions to group discussions and activities. Shows a good deal of support for other group members. Shows a good deal of commitment to the successful completion of the project.	Is an active member of the group. Needs little prompting to contribute to the group. Contributions to the group are constructive. Generally shows a support for other group members. Shows commitment to the successful completion of the project.	Beginning to become an active member of the group. Needs some promoting to contribute to the group but is willing. Contributions to group are usually constructive. Shows some support for other group members. Generally shows commitment to the successful completion of the project.	Is usually a passive member of the group. Plays a minimal part in group discussions and activities even when prompted. Contributions to work are not usually constructive. Little or no support for other group members and little commitment to the successful completion of the project.	Is always a passive member of the group. Plays no part in group discussions and activities even when prompted. Contributions to work are never constructive. No support for other group members and very little commitment to the successful completion of the project.
AO2: Frequency of Participation						
Participation	Regular, flexible, exhibits recognizable interest even with difficult connections, looks for conversation of her or his own accord	Exhibits recognizable interest, regular participation	Exhibits recognizable interest, talks of her or his own accord but only occasionally Merely reproduces ideas and information	Still exhibits recognizable interest, but only sporadic participation or only willing to contribute when asked, requires help occasionally	Seldom contributes, does not exhibit interest even after being asked to contribute, contributions do not bring the discussion in the group further (partly disturbs lessons by distracting/talking/doing other work)	Limits the group's ability to work due to her or his attitude or problems with behaviour
AO3: Commitment to Learning						
	Commitment to Learning assesses how frequently the pupil contributes positively to class activities, completes required homework on time, brings appropriate equipment to class, listens well, follows instructions, works efficiently and stays on task.					