

Comenius

2013

Inside – Outside landscape

Self-evaluation

1. Introduction

In this Comenius –partnership “Inside and Outside landscape”, which has lasted for two years now, all the countries have developed and carried out different projects, self-evaluation being one them. Self-evaluation in education is a broad concept and it includes various differing aspects and approaches to the subject. Self-evaluation in education can be seen as a tool for teachers to collect information about the skills and knowledge pupils have acquired during a certain period of time. It can also be seen as an essential part of pupil assessment in which case the pupil is asked to evaluate his or her performance against to a predetermined goal, which is then assessed by the teacher. From a broader viewpoint, self-evaluation can be seen as a life-long process, a skill that helps both pupils and teachers to achieve better understanding of their way of thinking and acting, which leads to personal growth and even improved self-expression. None of these aspects on self-evaluation mentioned above are wrong or right, but they are definitely different. Consequently, it has been challenging to create a general view which includes all the aspects and approaches to the topic that each and every partnership country has brought out.

To start our journey in exploring self-evaluation in the field of education, and particularly in teaching and learning in the Comenius-partnership schools in Slovenia, Poland, France, Germany, Finland, Portugal and Spain, a hypothesis and a goal for this self-evaluation project was set up. The hypothesis was that there are differences between countries in how the concept of self-evaluation is conceived, to what extent self-evaluation is used and what the means of self-evaluation are. The goal was to collect some means of self-evaluation and create a universal tool for self-evaluation that could be used by teachers in any subjects. To get that information a questionnaire about the topic was carried out. In addition to gathering information and exploring the field of self-evaluation, there was a more practical goal: to create a versatile and useful tool box which includes different ways to use self-evaluation in teaching and learning for teachers interested in self-evaluation as a part their teaching practices.

Before the questionnaire could be made, the concept of self-evaluation in education had to be defined. In this work it is defined as judging the quality of one’s own work, against to a defined explicit criteria, and regulation of learning and teaching. Thus, it can be used by teachers judging their own work and pupils judging their own work. The questionnaire takes both these aspects into consideration and therefore consists of two parts. The first part is about teachers using self-evaluation in judging their own work. The second part is about teachers using self-evaluation as a tool in teaching so that pupils are able to use self-evaluation to judge their own work. The

questionnaire was answered by teachers in every partnership school and the total number of answers is 172. Most of the questions are answered on Likert scale from 1 to 5. The scale measures frequency: 1 – never, 2 – rarely, 3 – sometimes, 4 – usually and 5 – always.

In addition to the analysis of the results, this work includes the results of each country separately, the summary of all the results and some practical examples of the use of self-evaluation in certain subjects. The analysis of the results is in two parts, like the questionnaire itself. The results will be shortly analyzed and commented by comparing the results between the countries and studying the summary of the results.

In the following chapter the answers of the questionnaire are studied by comparing them with each other. To make the comparison easier the results of each school are referred to as the results of each country, e.g. the teachers in Poland answered that ..., the Finnish teachers report that ...etc.

2. Short analysis of the results

2.1 The comparison of the results of the questionnaire in part one “Teachers judging their own work”

The first question (1.1) of the questionnaire is if formal means of self-evaluation were part of one’s teacher training. In most of the countries over 50 % of the teachers answered YES to this question. In France, however 53 % of the teachers answered NO.

The second question (1.2) concerns the means of self-evaluation in teacher training. These means included writing a reflective diary, filling in questionnaires, having discussions with a tutor and other means. According to the summary of the results, discussions with a tutor were the most usual means of self-evaluation in teacher training, whereas writing a reflective diary was the least used. However, when comparing the results between the countries, the results show that writing a reflective diary and filling in self-evaluation questionnaires were the most usual means used in Poland, i.e. 66 % of Polish teachers used both a reflective diary and self-evaluation questionnaires at least sometimes during their teacher training. For comparison, in Finland the percentage for writing a reflective diary is 39 %, and for filling in questionnaires 48 %.

The third question (1.3) is if the teachers found self-evaluation a useful part of their training. In each country most of the teachers had answered YES to this question. According to the summary, 83 % of all the teachers that had had formal means of self-evaluation part of their teacher training thought it was useful.

The fourth question (1.4) of the questionnaire is if teachers use informal means of self-evaluation for themselves at the moment. According to the summary, most of the teachers do use informal means of self-evaluation for themselves at least sometimes.

The following question (1.5) is trying to find out what these informal means of self-evaluation teachers use in their own work are. There are eight alternatives to choose from and a possibility to add one’s own. According to the summary the most used means were sharing with colleagues both the positive experiences and the difficulties in teaching. This probably happens quite naturally during breaks and lunch hours when teachers have time to talk to each other. Especially teachers who teach the same subject presumably benefit the most from these kinds of discussions. However, it is important to remember that there are teachers who are the only ones teaching their subject in a school and consequently cannot benefit from discussions described above. This was also pointed out in one of the answers. In such case, gathering feedback from pupils is very important. In

Portugal and Slovenia teachers co-operate on the construction of pedagogical materials more than in other countries. In most of the countries teachers do not observe other teachers' lesson. However, Poland is an exception. The results show that 56% of the Polish teachers sometimes observe other teachers' lessons and 33% of them usually do that.

2.2 The comparison of the results of the questionnaire in part two “Pupils judging their own work”

The first question (2.1) of the second part of the questionnaire is if teachers use the means of self-evaluation for their pupils. According to the summary, most of the teachers in all the countries answered **SOMETIMES**, whereas only 6 teachers out of 170 answered **NEVER** to this question. Portugal has the biggest percentage of **USUALLY** answers, which is 55 %.

The second question (2.2) tries to find out what these means for self-evaluation for pupils are. Once again there are six alternatives to choose from: teacher’s “home-made questionnaires, formal questionnaires in textbooks and other teaching material, pupils co-working by comparison and giving feedback to each other, pupil-teacher discussions, portfolios focusing on the learning process and individual pupil’s working plans with evaluation of the progress.

According to the summary of the results, pupil-teacher discussions were the most used means for self-evaluation, whereas portfolios focusing on the learning process were the least used. When the results of each country are compared with each other, following things can be stated: the Portuguese teachers use “home-made” questionnaires the most, the Slovenian teachers use formal questionnaires in textbooks or other teaching materials the most and the Portuguese teachers use the means of pupils co-working in comparison and giving feedback to each other the most. In addition, pupil-teacher discussions are used the most in Slovenia and Spain,

One of the biggest differences between the results of each country was in the use of portfolios focusing on the learning process. 9 % of the Spanish teachers answered that they never use that kind of portfolios, whereas the percentage of the German teachers was 69 %.

The third question (2.3) finds out if teachers use the information provided by the pupils’ self-evaluation later in giving feedback, supporting pupil participation, teaching them self-evaluation or assessing pupils’ performance. According to the summary, the information provided by the pupils’ self-evaluation is mostly used in giving individual feedback on pupils’ performance. In Finland this was used the most, 52 % of the Finnish teachers answered **SOMETIMES** and 29 % **USUALLY**. 49 % of the Portuguese teachers answered that they usually use the information for teaching pupils self-evaluation. When self-evaluation and pupil assessment are concerned, teachers in Poland and Portugal report that they often use the information provided by pupils’ self-evaluation in pupil assessment: the Portuguese results show as following: 30 % **SOMETIMES**, 47 % **USUALLY** and 9 % **ALWAYS** and the Polis: 11% **SOMETIMES**, 33% **USUALLY** and 44 % **ALWAYS**.

The fourth question (2.4) maps out when teachers use self-evaluation for pupils. According to the summary, self-evaluation for pupils is mostly used at the end of the term. Teachers in Slovenia report that they use self-evaluation more often at the end of the term than along the teaching process. In France the situation is vice versa, i.e. the French teachers report using self-evaluation more often along the teaching process and less at the end of the term. Teachers in Germany, Spain, Poland, Portugal, Finland and Slovenia use self-evaluation both along the teaching process and at the end of the term.

Finally, the last question (3) of the questionnaire inquires the effects of using self-evaluation in teaching. According to the summary, most of the teachers thought they had acquired a better understanding of pupils' difficulties through self-evaluation. The answers to this question seem very similar in all the countries.

3. Conclusion

The process of studying the results of the questionnaire has been challenging but rewarding. The hypothesis was that there are differences between countries in how the concept of self-evaluation is conceived, to what extent self-evaluation is used and what the means of self-evaluation are. The analysis of the results shows that there are differences between the countries but they are quite small. This can also be seen in the collection of self-evaluation practices that are attached to this work. Teachers in different partnership countries use similar means for self-evaluation for pupils, flavored with a personal touch. Some of the differences may be explained by the fact that self-evaluation is conceived in different ways in different cultures, but in my opinion the differences are not on the cultural level but on the personal and individual level. Some of us see self-evaluation as task that should be performed by teachers and pupils and others see it as a never ending process in every phase of human life. Depending on which viewpoint one takes, it affects the way how self-evaluation is used in teaching and learning. As I pointed out in the introduction, there is no right or wrong way to approach this topic.

Appendix

1. Self-evaluation in PE (Finland)
2. Self-evaluation in ART (Finland)
3. Self-evaluation in MUSIC (Finland)
4. Self-evaluation in HEALTH EDUCATION (Finland)
5. Self-evaluation, all subjects
 - 5.1 Slovenia, reading learning strategies
 - 5.2 Slovenia
 - 5.3 Spain
 - 5.4 Spain
 - 5.5 Germany
 - 5.6 Germany, pupils' presentations

1. Self-evaluation in PE

Here self-evaluation is used as a tool to get more information about pupils' skills in different sports and their attitudes towards doing sports. The goal of pupils' self-evaluation is to improve their level of knowledge of their skills, knowledge and attitudes concerning sports. Hopefully this results in improved self-esteem and self-confidence which encourages them to do sports also in their spare time.

Key elements in pupil's self-evaluation:

Knowledge (rules, technique, tactics)

Skills (skills in different sports, experience, learning)

Attitude (effort, interest, motivation)

Image of oneself as a sporty person (which sports interest me the most/ the least);

Self-evaluation supporting pupil assessment

Pupils evaluate themselves according to a scale from 4-9, 4 being the lowest and 9 the highest

- | | |
|--------------------------------------|---|
| - skills in different sports such as | - track and field |
| | - jogging |
| | - floorball |
| | - gymnastics |
| | - dance |
| | - about 15 different sports |
| - physical condition | - running 1500 m |
| | - physical fitness testing (muscle testing) |
| | - endurance in P.E. lessons |
| - interestedness/hobbyism | - attitude |
| | - motivating others |
| | - initiative |
| | - maximum effort |
| | - voluntary training |

In addition, pupils write about the strengths and weaknesses with explanations.

After pupils have evaluated themselves and their activities in P.E. lessons, the results are discussed and compared with the teacher. Is the pupil's image about herself/himself realistic?

2. Self-evaluation ART

I interviewed our art teacher Arto from Finland about self-evaluation in art. Basically the questions were similar to those in the self-evaluation questionnaire.

1. What are the means of self-evaluation that you use in you teaching?
2. When do pupils use self-evaluation?
3. Does self-evaluation support pupil assessment? If it does, how?
4. What are the advantages of self-evaluation in your subject?
5. What are the challenges in pupils' self-evaluation?
6. How should the idea and the means of self-evaluation be developed in the Finnish school system?

Arto answered the questions as follows:

1. Self-evaluation is introduced to 7th graders during the autumn term in the form of pupil-teacher discussions about their finished work and their goals for the spring term. The process would be easier to start if the pupils brought their art portfolios they have made in primary school with them. This, however, hasn't been successfull from one reason to another.

When the pupils finish their work, they usually discuss about the results, the techniques they used etc. (co-operative learning).

2. The ideal would be that the pupils evaluate themselves all the time while working and as a result they develop an awareness of their techniques and skills.

When it is time to give feedback, pupils first learn to evaluate each others' works. Since creating pictures is a form of visual communication, it is important to learn how to receive and interpret a work of art.

Because we have only a few lessons in a week, the amount of collecting written feedback from the pupils is very small. However, I consider pupil-teacher/ pupil-pupil discussions and developing conversational skills more important.

3. Self-evaluation does support pupil assessment because it reveals how seriously the pupil works, i.e. how much work he does to develop his skills despite of his weaknesses e.g. deficiencies in the motoric level of skills.

4. In my subject knowledge, skills and emotions are the tools in use. A better understanding of these elements and knowing oneself is the basis of all growth and development.

5. Discussions, in which pupils' voice is heard, and teaching conversational skills should be introduced already in early childhood education and it should be continued systematically through the whole compulsory education and onwards. Unfortunately, the traditional, unidirectional way of teaching in which teachers pour information into pupils' heads is probably still a dominant one?

6. Solving the mystery of learning and supporting the pupil to learn learning strategies, i.e. becoming aware of the whole process, is something that requires continuous development. It is related to recording positive learning experiences which improve motivation. In this context the forms of recording these experiences can be learning journals i.e. in primary school drawing pictures could be used as a means of collecting information about one's surroundings. This is because by drawing pupils become aware of their observations and different phenomena in their circle of living. Drawing equals thinking, it is not only means for expression. Creating pictures is dealing with your own thoughts, beliefs and emotions and therefore it is sort of all-embracing self-evaluation per se.

3. Self-evaluation in MUSIC

SELF EVALUATION IN MUSIC, AUTUMN 2011, 7th grader

NAME _____

We have studied music hard. The atmosphere both in playing and singing has been a positive one among all the 7th graders. Courage, concentration and the willingness to learn have increased clearly during the autumn.

Studying music means continuous and persistent hard work which includes vocal and instrumental exercises as homework. I am glad if your family has heard you sing and play at home.

In the 8th grade music can be studied as an optional subject two lessons and/or one lesson a week at our school. The goal is to achieve the basic skills in playing the guitar, bass guitar and drums. In the music lessons pupils also sing and perform a lot.

The pupil can choose music as an optional subject and study it either two lessons per week or one lesson per week. The singing and playing exercises vary depending on the amount of lessons the pupil has chosen.

The goal of the music lessons in secondary school is to inspire pupils to take up singing or playing some instrument as a hobby. In addition they support any musical hobby pupils might have in their spare time.

Best wishes Marjo Sahla, music teacher

Evaluate your skills and underline the most correct alternative!

1. LISTENING

1. Do you let your classmates listen to music in peace and quiet?

I'm not able to concentrate Sometimes Yes, of course

2. Are you able to keep quiet and concentrate if your classmate is performing in a classroom, at school festivals or concerts?

I'm not able to concentrate Sometimes Yes, always

2. SINGING

1. Did you sing along bravely during the music lessons?

Not at all A little The best I could

2. Did you try to sing the songs by heart?

I can't memorize the words Some of them Yes, I trust myself

3. Did you sing to the microphone voluntarily?

I wasn't brave enough A few times It was fun!

4. Have you sung at home during this autumn?

Never Every now and then Every week Every day

5. I sang in different voices

I wasn't able to I tried I managed to do that!

3. DRUMS AND PERCUSSIONS

I can play the following comping. Underline the right level of your skill.

QUARTER NOTES Not yet I've got it

BEAT Not yet I've got it

BEAT, comping with both hands Not yet I've got it

Did you practise at home? No Yes

Are you able to stay on beat? No Yes

4. GUITAR

1. I can play a major D chord No Almost Yes

2. I can play A7 chord No Almost Yes

3. I can play major Em and G chords No Almost Yes

4. I can play along a Christmas carol
(Joulumaa)

with D, A7, Em and G chords No Almost Yes

5. BASS GUITAR

1. I can play the basic chords in a

Christmas carol (Joulumaa) No Almost Yes

2. I can play the easiest chords in

Only you

3. I can play the most challenging

chords in Only you

6. KEYBOARD INSTRUMENTS AND MALLET-INSTRUMENTS

1. I am able to find D, G and A on the
keyboard

No Almost Yes

2. I can play the most challenging chords

with mallets and keyboards in Only you No Almost Yes

7. PERFORMING

Has your courage to play and sing with your classmates increased during
the autumn?

NOT MUCH

A LITTLE

A LOT

8. WHICH INSTRUMENT DID YOU LEARN TO PLAY THE BEST?

9. WHICH SKILLS WOULD YOU LIKE TO PRACTISE MORE?

The following is based on an interview with our music teacher Marja Sahla about self-evaluation in music.

This particular questionnaire is for the 7th graders. After the pupils have evaluated themselves the teacher goes through their answers and gives her feedback on the same sheet. Then the pupil and the

teacher discuss privately about the results whether they are in line or not. This enables the teacher to give personal feedback to the pupil and vice versa. Finally, the pupil takes the questionnaire home and shows it to his/her parents. This guarantees interaction with school and parents. The process is made to be transparent for all the parties involved: teacher, pupil and parents.

This is repeated every year and the pupil is able to keep track of his or her developing skills, weaknesses and strengths, which hopefully results in improved self-confidence and achievements.

The process takes a lot of time, it is not just about filling in blankets without further thinking. It is part of the curriculum and the main point is to give both the teacher and the pupil more information about the skills the pupil has acquired during a certain period of time and the skills that are developing. In other words teacher-made tests and standardized tests give information about student learning, but they do not provide all the information. Alternate forms of assessment such as self-evaluation can give that other information.

According to our music teacher the knowledge of music can be tested with a written test. The level of skills however is difficult to evaluate because of limited time and great number of pupils in a class. Marjo, our music teacher, feels that she is not able to evaluate the pupils only based on test results and few minutes of listening to a pupil sing or play an instrument. She says that the music lesson as a whole is a performance, in which many skills are required and she is unable to register all these skills and the level of these skills each and every pupil has. Therefore she uses the self-evaluation as a tool to make the pupils skills more visible for both of the parties.

Each pupil reflects their own level of skills, separate from others. This presumably increases pupil's self-confidence. It is important to recognize and acknowledge one's strengths and weaknesses which hopefully results in personal development. Encouraging the pupil to strive for his best performance is also a key element. Everybody is good at something. Of course there are pupils who are not willing to try but usually that is because of the fear of failure. Positive feedback in self-assessment from the teacher can work as a little push to the right direction. According to Marjo pupils usually look forward to getting the teacher's personal feedback and they are interested in finding out whether their own evaluation is in-line with the teacher's. It is about dialogue and equity.

4. Self-evaluation in HEALTH EDUCATION

Pupils evaluate themselves as a person and their behaviour concerning health issues. It is usually done by asking questions, and through discussions in the class room.

- Self evaluation in health education is not part of pupil assessment, i.e. the teacher does not use it as a tool for gathering information about pupils' personal lives in order to give a grade. Whether the pupil is leading a healthy or unhealthy life is not part of pupil assessment in health education. However, being active during the lessons and the level of knowledge acquired of the subject are the corner stones of pupil assessment.

- Self evaluation concerning knowing oneself:

- Characteristics: things that I value, things that I am good at, ideal me, social me
- Close relationships, experiences, disappointments, dreams.

- Self evaluation concerning habits and way of life:

- Personal strengths in sustaining health, e.g. good relationships, family-life, the amount of sleep and rest, physical exercise.
- Personal weaknesses, e.g. stressing out, spending a lot of time in front of a screen, addictions.

- The goal of self-evaluation in health education is that the pupils start reflecting the acquired knowledge to their own actions and choices. After they self-evaluate they will be able to set goals that they feel they can attain with the new knowledge they have about themselves and about health in general.

- Taking responsibility and understanding one's own behaviour. Why do I make these choices?

5. Self-evaluation, all subjects

5.1 Slovenia

QUESTIONNAIRE FOR EVALUATION - introducing reading learning strategies

| |
|--|
| 1. How did the strategy used with students work out? |
| 2. What problems did you encounter? |
| 3. With which elements most students had problems ? |
| 4. Have you noticed any progress in the understanding of the learning material? |
| 5. Were all students active? |
| 6. What type of texts were easiest to process using this strategy? |
| 7. How many times did you repeat the strategy to be successful? |
| 8. Are students learning at home using this strategy? |
| 9. How would you improve this strategy ? |
| 10. Describe your observations and suggestions for more effective work and understanding. |
| 11. Describe your successful method to activate students to work independently and actively. |

5.2 Slovenia

REFLECTION

Date of meeting:

Overall rating of satisfaction with their work (circle):

very unsatisfied dissatisfied satisfied very satisfied

1. I was successful with

2. I enjoyed at _____

3. It was difficult _____

4. I was unseccessful at _____

5. To me was helpful _____

6. Next time I will change (what, how) _____

I would like to tell:

5.3 Spain

Subject Self-evaluation sheet

Results of a group

1.- Are you satisfied with your work along this term in this subject?

| Answers | Totals | Percentages |
|-------------------|--------|-------------|
| a) Yes in general | | |
| b) No in general | | |
| Why not? | | |

Because I could have worked harder

Because I should have studied more to get better marks.

Yes, although sometimes I could get better marks, but I have some problems in this subject.

2.- Are your marks what you expected?

| Answers | Totals | Percentages |
|-------------------|--------|-------------|
| a) Yes in general | | |
| b) No in general | | |
| Why not? | | |

I have studied but I never get the mark I deserve.

3.- In case you have had low marks point the reasons.

| Answers | Totals |
|---|--------|
| a) I have studied little everyday | |
| b) I haven't paid much attention in class | |
| c) Although I try to pay attention, I don't do it. | |
| d) I don't feel well with my partners. | |
| e) It's hard for me to concentrate in my studies. | |
| f) It's hard for me to concentrate | |
| g) I can't organize well. I don't have time to study and do all my homework | |

h) I often don't understand the teacher's explanations

i) Personal or family problems

j) I'm not very interested in this subject

Other reasons

4. In order to get a better achievement in this subject: get better marks, do your homework better, understand ...

a) What could you change?

Example of answers:

Organize my time better

Study more and ask my doubts

Spend more time on this subject

Study more everyday .

Participate in class.

Study everyday and not only the day before an exam.

Try to work harder.

Study more everyday

b) Would you ask your teacher to change anything?

4. Do you have any other comments?

Answers

5.4 Spain

GROUP SELF EVALUATION SHEET

SECOND TERM

Checking your work during the term:

1.- Are you satisfied with your work?

a) Yes

b) No

2.- Have you improved your marks compared with the previous term?

a) Yes

b) No

3.- Your work method is good

a) Yes

b) No

4.- You usually study everyday.

a) Yes

b) No

5.- You review at home what you do in class.

a) Yes

b) No

d) Sometimes

6.- You memorize without understanding

a) Yes

b) No

7.- You only study the day before an exam.

a) Yes

b) No

e) No son los estudios que yo esperaba o quería seguir.

8.- Point some difficulties you have found in this term that have affected your results.

- a) New school
- b) Time organization
- c) Difficulties from previous years
- d) Difficulties of this year
- e) I have not chosen the right studies.

9.- The relationship among classmates compared to the previous term has been:

- a) Better
- b) Equal
- c) Worse

10.- About the group

- a) I feel fine
- b) I don't feel fine
- c) I have little relation, except with some partners.

11.- Does the group favour your work and learning process?

- a) Yes
- b) No

12. Observations:

5.5 Germany

Pupils' self-evaluation in German (ages 15 - ?)

1. Rating of the quantity of my contributions/participation during the course
 - regularly
 - often
 - seldom
 - never by my own motivation

2. Rating of the quality of my contributions/participation during the course
 - completely correct solution with questions that lead to new aspects
 - completely correct solution
 - partly correct solution
 - solution with errors but still matches the task
 - repetition of another contribution with my own words but without new information
 - solution which does not match the task

3. Rating of my contributions in phases of group work (number 1 being the best, number 5 being the worst)

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| I contribute to the organization of work | | | | | |
| I discuss and structure the results | | | | | |
| I work self-dependent | | | | | |
| I orientate myself on the others | | | | | |
| I present the results | | | | | |

5.6 Germany, self-evaluation for presentations, (languages), used by both the pupil and the teacher

| | | |
|---|---|---|
| <p>Pronunciation</p> <ul style="list-style-type: none"> - outstanding - has minimal problems with.... - has many difficulties with... - hard to understand | <p>Oral expression</p> <ul style="list-style-type: none"> - talks loudly and clearly - does not speak loudly enough at times, a bit monotone - it is hard to comprehend and monotone - barely understandable | <p>The information</p> <ul style="list-style-type: none"> - outstanding information with many details and examples - some information is missing, only limited details - lack of information, no details at all - Nearly no relevant information |
| <p>Vocabulary/ grammar</p> <ul style="list-style-type: none"> - correct, idiomatic - not universally correct and idiomatic - many mistakes, not very idiomatic - hardly comprehensible | <p>Fluency</p> <ul style="list-style-type: none"> - speaks fluently, is able to paraphrase - speaks mostly fluently with short hesitations - speaks with many discontinuations and uses some phrases in one's mother tongue - speaks with many long pauses and uses words in one's mother tongue - speaks very slowly and has a limited vocabulary in the target language | <p>Argumentation/ coherency</p> <ul style="list-style-type: none"> - good structured, coherent argumentation - The ideas are not always connected - has problems with the logic and is quite incoherent - not logic at all, incoherent |