

ERASMUS PROJECT KA229
"E QUINDI USCIMMO A RIVEDER LE STELLE
2019-1-IT02-KA229-062397_1

ASSESSMENT TOOLS



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RUBRIC ON PROJECT COMPETENCIES



RUBRIC ON PROJECT COMPETENCIES

Skills from the Student Profile at the end of the first cycle of education	LEVELS			
	BASIC	BEGINNER	INTERMEDIATE	ADVANCED
2_ MULTILINGUAL COMPETENCE				
The student is able to express itself in English at an elementary level (LEVEL A1-A2 according to the Common European Framework of Reference and the class of belonging) and to deal with essential communication in simple situations of everyday life. Can use the English language also with information and communication technologies (if detectable)	LISTENING COMPREHENSION			
	The student understands elementary and short sentences relating to a family context, if the interlocutor speaks slowly using known terms.	The student understands short oral messages relating to familiar areas, following the instructions given in a foreign language by the teacher, possibly asking for explanations.	The student understands frequently used phrases and expressions on familiar or study topics that he normally tackles at school and in his free time, gathering essential information.	The student understands simple texts in standard languages even if they are not related to strictly familiar areas.
	ORAL PRODUCTION			
	The student communicates by producing very short words-phrases or sentences, on familiar topics and the context of life, using known terms.	The student communicates in an understandable way, even with memorized phrases and phrases, in simple and routine exchanges of information.	The student communicates in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.	The student interacts with one or more interlocutors in family contexts and with regard to topics relating to the various disciplinary fields. He/she is able to face new situations by drawing on his linguistic repertoire.
	WRITING COMPREHENSION			
	The student identifies simple written words and phrases, including those relating to specific disciplinary language, as long as they are known and accompanied by illustrations.	The student identifies written sentences, also related to the specific disciplinary language, accompanied by illustrations and translates them.	The student reads and understands simple texts, including specific disciplinary language, with the help of images relating to the contents if required.	The student reads and understands different types of texts with strategies suitable for the purpose.
WRITING PRODUCTION				
The student writes familiar words and phrases	The student writes, in a simple way, sentences relating to aspects of his/her own life and his/her own environment and to elements referring to immediate needs.	The student writes sentences about study topics and messages for peers and family members.	The student writes simple texts about contexts of experience and topics of study.	
REFLECTION ON THE LANGUAGE				
If supported, the student identifies the main cultural elements of the foreign language studied.	The student identifies some cultural elements and uses of the foreign language.	The student identifies cultural elements conveyed by the foreign language	The student identifies cultural elements and relationships between linguistic forms and uses of the foreign language.	
3_ MATHEMATICAL COMPETENCE AND COMPETENCE IN SCIENCES, TECHNOLOGIES AND ENGINEERING				
The student uses its ma-thematic and scientific-technological knowledge to analyze data and facts of reality and to verify the reliability of quantitative analyzes proposed by others.	If supported, the student uses simple diagrams, diagrams, tables to understand and represent phenomena of experience.	In known contexts the student obtains information from data represented in tables and graphs and constructs representations (tables and graphs).	The student interprets simple statistical data and real-life phenomena; he/she is able to collect and organize data in tables and diagrams autonomously.	The student analyzes, interprets and produces data representations to obtain measures of variability and make decisions.
	The student solves simple mathematical problems related to areas of experience with all the data specified and with adult supervision.	The student: - solves simple problems and, with the help of the adult; - describes the procedure followed; - recognizes solution strategies different from his own.	The student: - solves experience problems, using the his/her knowledge and maintaining control over both the solution process and the results. - explains the procedure followed and the strategies adopted. - compares different processes and produces simple arguments about what he/she has learned, supporting its own beliefs and accepting those of others.	The student - recognizes and resolves problems in different contexts by assessing the information and its consistency. - explains the process followed, keeping control over both the resolution process and the results. - compares different procedures and produces formalizations that allow it to pass from a specific problem to a class of problems. - support its own convictions, giving examples. - agrees to change its mind by acknowledging the logical consequences of a correct argument.
	With the support of adults, the student grasps the importance of mathematical tools in real situations.	The student has developed a positive attitude towards mathematics and understands that mathematical tools are useful in real situations.	The student has developed a positive attitude towards mathematics and understands that the mathematical tools learned are useful in many real situations.	The student strengthened a positive attitude towards mathematics through meaningful experiences and understands how the mathematical tools learned are useful in many situations to operate in real situations.



The student uses logical-scientific thinking to tackle problems and situations on the basis of certain elements.	With the support of an adult, the student experiments in the laboratory and outdoors the development of the most common phenomena and uses laboratory instruments and specially made instruments. If guided and supported can understand the causes and possible solutions found.	With the support of an adult, the student: - experiments, in the laboratory and outdoors, the development of the most common phenomena and understands the causes and possible solutions that are highlighted. - can use, with the support of the adult, laboratory instruments and handmade instruments to carry out observations and experiments.	The student: - experiments, in the laboratory and outdoors, the development of the most common phenomena, can imagine and check causes, seeks solutions to problems in known contexts. - can use, even independently, laboratory instruments and handmade instruments to carry out observations and experiments.	The student: - explores and experiments, in the laboratory and outdoors, the development of the most common phenomena: - formulates hypotheses and verifies causes, seeks solutions to problems using the knowledge acquired. - independently can use laboratory tools and handmade instruments to carry out observations, analyzes and experiments.
	It should be supported in finding the data necessary to provide the information requested Only with the help of the teacher the student builds representations (tables).	If guided, the student builds and knows how to organize data in tables and classifications.	The student uses simple diagrams with facts and phenomena using appropriate measures.	The student develops simple diagrams and modeling of facts and phenomena using appropriate measures and simple formalizations.
	If guided by an adult, with the help of graphics and/ or multimedia preset, The student exposes in a simple way what experienced	The student explains in a simple way the scientific concepts acquired, using graphic supports and, with the help of adults, multimedia supports.	The student exposes and argues using scientific and technological concepts, also with graphic and multimedia supports, if required.	The student interprets and uses the scientific and technological concepts acquired with coherent arguments. Can independently search for relevant information from various sources and uses some strategies of retrieval, organization, retrieval. Can expose information using graphic or multimedia support materials.
	If encouraged, the student expresses curiosity about the main topics related to science and technological development.	The student expresses a fair curiosity towards the main topics related to science and technological development.	The student shows curiosity about the main issues related to the use of science in the field of scientific and technological development.	The students expresses curiosity and interest in the main problems related to the use of science in the field of scientific and technological development.

6_ PERSONAL, SOCIAL AND LEARNING TO LEARN COMPETENCE

The student is aware of the need to respect civil, peaceful and solidarity coexistence.	The student: - shows an erratic attitude in respecting the rules of civil coexistence; - participates selectively, engaging in an essential way.	Supported by an adult, the student shares the rules e respects them.	The student knows and respects the rules of behavior and indicates the reasons and the consequences on the community and the environment of conducts not responsible.	The student understands the meaning of the rules of behavior, can discriminate unsuitable behaviors and recognize them in himself and in others reflecting critically. Can justify the need to respect rules and regulations and to explain the consequences of non-conforming behavior.
Can understand the codes of conduct and communication standards generally accepted in different environments and societies.	Only if guided by an adult the student recognizes the need to implement different behaviors depending on the situations and contexts.	The student recognizes the need to implement different behaviors according to situations and contexts.	The student - adapts his behavior to different contexts and to the role of the interlocutors; - autonomously detects similarities and known differences between norms and customs of our country and some of those of other countries; - use the resources provided by the teacher for what is not known.	The student: - adapts his behavior and the communicative register to the different contexts and to the role of the interlocutors; - compares the laws and customs of one's own country with some of those of other countries to detect similarities and differences in a collective context.
The student is committed to working both collaboratively and independently, communicating constructively and taking into account different points of view.	If guided, the student collaborates with his schoolmates but needs to be supported in taking into account the opinions of others.	The student participates in the activities in a substantially correct way by listening to classmate and, if requested, collaborating with them.	The student - collaborates positively with adults and peers; - listen to the opinions of others while taking their points of view into account.	Despite having operational autonomy, the student favors the comparison with others and collaborate constructively with classmates and teachers taking into account different points of view.
The student is able to deal with situations, making changes and adapting to new and unexpected	The student can't face new, unexpected situations and changes on its own. In most cases, he/she cannot find alternative strategies except with adult support.	Faced with difficulties the student implements overcoming strategies only in known situations and with the support of the adult. If guided, can realize what is not working but	Faced with difficulties the student: - implements overcoming strategies autonomously in known situations and with the support of the adult in unknown situations; - evaluate if they work or not and tries to find new ways;	Faced with difficulties the student implements different overcoming strategies and evaluate whether or not they work by looking for new ways. The commitment to completing tasks, deliveries and projects is evident, even in new and



situations, managing uncertainty and stress.		have difficulty to manage uncertainty and stress.	- complete tasks, deliveries and projects, managing, almost always independently, uncertainty and stress.	unexpected situations, effectively managing uncertainty and stress.
The student is curious about new learning opportunities in different life contexts	Although encouraged, the student does not show interest in new learning opportunities that are offered to him/her both in school and beyond and approaches them only if supported by an adult.	If encouraged, the student shows interest in the learning opportunities that are offered to him/her both in school and beyond. In most cases he/she approaches them only if supported by an adult.	The student stands with interest and curiosity towards the learning opportunities that are offered to him/her both in school and not.	The student stands with keen interest and curiosity towards the learning opportunities that are offered to him/her both in school and not. He/she reports such experiences in other areas.
The student strives to complete the work he/she has begun, concentrating, persevering and managing complexity. He/she understands the need to identify objectives and strategies to achieve an end, he/she knows how to reflect and make decisions to achieve these objectives.	If guided and encouraged, the student completes the work and maintains concentration for the time necessary for the purpose, using the resources provided by the teacher. The student is not autonomously able to identify objectives and strategies for achieving a purpose.	The student: - is committed to getting the job done and if guided he recognizes the necessary strategies; - solicited by the adult, he/she maintains concentration for the time necessary for the purpose using the resources provided by the teacher; - directs the commitment towards the goal but needs the adult to make useful decisions to achieve it.	The student: - strives to get the job done, identifying the necessary goals and strategies. - maintains concentration for the time necessary for the purpose and can direct the commitment towards the goal autonomously in known contexts, using the resources provided by the teacher in unknown contexts	The student: - commits himself/herself responsibly to get the job done, independently identifying the necessary objectives and strategies, persevering and managing complexities; - maintains the concentration useful for achieving the goal; - directs the commitment towards the goal autonomously both in known and unknown contexts.
7 ENTREPRENEURSHIP COMPETENCE				
The student has entrepreneurship and is capable of producing creative ideas and projects.	The student is not able to take the initiative on his/her own but with the support of the group and the teacher he/she collaborates in the production of creative ideas and projects.	With the support of an adult, the student takes personal initiatives, carries out planning related to assigned tasks and simple projects.	The student takes personal initiatives in creating shared ideas.	The student is able to take personal initiatives and uses his knowledge to produce creative ideas and projects on his/her own.
The student assumes his/her responsibilities, asks for help when he/she is in difficulty and knows how to provide help to those who ask for it.	Even with the support of an adult, the student struggles to assume his responsibilities and asks for help in case of difficulty.	With the support of the adult, the student works responsibly and is able to ask for help in situations of need.	The student is committed to his/her work by making his/her own contribution in a responsible way, asking for and giving help in difficulties.	In individual and group work the student assumes his/her own responsibilities for the decisions taken and / or activated, asks for help in case of need and spontaneously implements welcoming and helping behaviors.
The student is willing to measure himself against the news and the unexpected, values his /her own ideas and those of others and perseveres in achieving goals.	Even with adult support, the student struggles to cope with the unexpected. He/she does not always manage to value his/her own ideas, he/she is discouraged and hardly perseveres to achieve the set goals.	If sustained, the student is not discouraged facing of unforeseen events and tries other ways to achieve the set objectives. He/she is not always able to value his own ideas and those of others.	The student: - measures himself /herself against the news and the unexpected with good autonomy; - is not discouraged in the face of difficulties; - values his/her own ideas and those of others. - generally perseveres in achieving the goals set.	The student: - faces new situations and poses itself in a positive way facing of unexpected events; - does not allow himself/herself to be discouraged by failures and tries other paths by activating paths that include any corrective measures due to problematic variables; - uses a variety of resources to enhance its own ideas and those of others.
The student is creative: use imagination, adopt problem-solving strategies, think critically and constructively.	With the support of the teacher, and / or peers and following a given model, the student: - carries out simple planning related to assigned tasks and small projects - using data models and with the support of the teacher, evaluates the positive and negative aspects of some choices.	With the support of the teacher, the student: - use some knowledge learned to solve experience problems; - generalizes solutions to similar problems, using suggestions from the teacher; Using data models and with the support of the teacher the student self-evaluates his/her own path in an efficient way.	The student: - formulates hypotheses that solve simple problems of experience, identifies those he/she deems most effective and implement them. Using data models, the student self-assesses by reflecting on the path taken.	The student uses his/her imagination and reworks the knowledge learned to solve experience problems and generalize the solutions to similar contexts. He/she is able to self-evaluate his/her own path in a critical and constructive way.
The student is able to communicate and negotiate with others.	Only with the support of an adult the student communicates effectively while respecting points of view other than his own.	With the support of adults, the student communicates effectively while respecting points of view other than his own	The student is positive about listening to others, takes into account their point of view and is available to discuss it.	The student is very positive about listening to others, takes into account their point of view, even if different from his/her own, and is available to discuss it.



CROSS-CURRICULAR MODULE EVALUATION RUBRIC



CROSS-CURRICULAR MODULE EVALUATION RUBRIC

PLANNED ACTIVITIES	WHAT TO EVALUATE	MATERIALS
<p>Observation of the sky to trace the circumpolar constellations and implementation of a mapping using structured and non-structured material.</p> <p>Observation and detection of night and day time and data tabulation.</p> <p>Detection of the ARC OF THE SUN during a day, at predefined times, through structured material.</p> <p>Collection of the emerged data and formulation of hypotheses regarding similarities / differences with the other partner countries.</p>	<p><u>PROCESS EVALUATION</u></p> <p>Ability to analyze a natural phenomenon through data collection, analysis and representation; ability to identify quantities and relationships that are related to the phenomenon itself. Capacità di spiegare, utilizzando un linguaggio specifico, i risultati ottenuti dalle rilevazioni, anche con l'uso di disegni e schemi.</p> <p>Ability to make assumptions</p> <p>Ability to cooperate and compare with others</p> <p>Ability to seize opportunities from new situations</p> <p>Ability to complete the work started, focusing, persevering and managing complexity.</p> <p>Entrepreneurial capacities</p> <p><u>PRODUCT EVALUATION</u></p> <p>Construction of the material useful for surveys</p> <p>Ability to use astronomical instruments produced</p>	<p>PROCESS AND PRODUCT RUBRICS</p> <p>COGNITIVE AUTOBIOGRAPHY</p>

PROCESS RUBRIC					
EVIDENCES	DESCRIPTORS	BASIC	BEGINNER	INTERMEDIATE	ADVANCED
<p>The student is able to analyze a natural phenomenon through data collection, analysis and representation.</p> <p>The student is able to identify quantities and relationships that are related to this phenomenon.</p>	<p>Observation, analysis and data representation skills</p> <p>Ability to observe facts and phenomena, measurements, even with the use of instruments.</p>	<p>With the support of an adult the student observes natural phenomena and represents data acquired with the help of the teacher and/ or classmates.</p>	<p>The student:</p> <ul style="list-style-type: none"> - has scientific knowledge that can be applied only in a few situations familiar to him; - observes phenomena under the stimulus of the adult; - asks questions and formulates hypotheses directly related to the experience. - groups according to criteria and given instructions. 	<p>The student:</p> <ul style="list-style-type: none"> - explores phenomena with a scientific approach; - with the help of the teacher, classmates, autonomously, observes and describes the unfolding of facts, formulates questions, proposes and carries out simple experiments. 	<p>The student explores and experiments, in the laboratory and outdoors, the development of the most common phenomena, formulates hypotheses and verifies the causes; hypothesizes solutions to problems in known contexts. In observing phenomena, it uses a scientific methodological approach.</p>
<p>The student is able to formulate hypotheses starting from the observation of a phenomenon</p>	<p>Ability to make assumptions</p>	<p>The student is able to formulate simple hypotheses only with the help of an adult or classmates.</p>	<p>The student is able to formulate simple hypotheses with the help of an adult or classmates.</p>	<p>The student is able to formulate simple hypotheses in known contexts and with the help of the adult in unknown contexts.</p>	<p>The student is able to formulate independently hypotheses both in known and unknown contexts.</p>
<p>The student is able to explain, using a specific language, the procedure followed and the results obtained from the surveys, even with the use of drawings and diagrams.</p>	<p>Ability to use disciplinary language also with the help of graphics and products.</p>	<p>The student, with the support of an adult, is able to provide explanations that proceed directly from the experience using a simple and non-specific language.</p>	<p>The student is able to explain with a simple language, even disciplinary, scientific explanations that come from clear evidence and proceed directly from the evidence provided.</p>	<p>The student exposes in a clear form what he/she has experienced, using appropriate language and using graphic supports.</p>	<p>The student interprets and uses the scientific and technological concepts acquired with coherent arguments. He/she can also expose information using graphic or multimedia supports.</p>
<p>The student is able to work with commitment both in collaborative and autonomous way,</p>	<p>Ability to work autonomously and collaboratively.</p>	<p>If guided the student collaborates with the classmates but needs to be</p>	<p>The student participates fairly correctly in the activities by listening to the classmates and, if</p>	<p>The student collaborates positively with adults and classmates. He/she listens to the opinions of others taking</p>	<p>The student despite having operational autonomy, it favors the comparison with others and collaborates constructively with</p>



communicating constructively and taking into account different points of view.	Ability to constructively confront, listening to others and being available for change	supported in taking into account other opinions.	solicited, collaborating with them.	into account their points of view.	classmates and teachers taking into account different points of view from their own.
The student shows curiosity about new learning opportunities in different contexts of life	Ability to seize new learning opportunities in different life contexts	Even if spurred on, the student is not interested in new learning opportunities that are offered to him/her both in school and not and he/she approaches them only if supported by an adult.	If spurred, the student shows an interest in the learning opportunities that are offered to him/her both in school and outside. In most cases it only approaches them if supported by an adult.	The student is interested and curious about the learning opportunities that are offered to him/her both in school and outside.	The student shows keen interest and curiosity towards the learning opportunities that are offered to him both in the school and beyond. He/she reports such experiences in other areas.
The student is able to complete the work started, taking responsibility, focusing, persevering and managing the complexity and the unforeseen.	Ability to persevere to complete the work and address situations by adopting problem-solving strategies.	It is necessary to encourage the student to participate actively and in most cases is not able to meet the requests. Only with the support of the adult or classmates can he manage the complexities and the unforeseen.	The student participates quite effectively and in most cases completes the required activities even with the supervision of an adult.	The student participates with constancy and interest in the proposed work by carrying out with responsibility the requested task and managing, at least in known contexts, the complexities.	The student always fulfils the requests, persevering and coping autonomously with complexity and unforeseen both in known and unknown contexts.
The student shows initiative and is able to produce creative ideas and projects.	Ability to take the initiative to produce creative ideas and projects	The student is not able to take the initiative autonomously but with the support of the group and the teacher collaborates in the production of ideas and creative projects.	With the support of the adult the student takes personal initiatives, performs schedules related to tasks that have been entrusted to him/her and simple projects.	The student takes personal initiatives in creating shared ideas.	The student is able to take personal initiatives and uses his knowledge to produce ideas and creative projects independently.

PRODUCT RUBRIC

EVIDENCES	DESCRIPTORS	BASIC	BEGINNER	INTERMEDIATE	ADVANCED
The student is able to build simple artifacts and tools useful for data collection	Approach to work and ability to build artifacts and tools	The student encountered difficulties in dealing with the required task	The student managed to carry out the simplest parts of the task independently	The student has shown that he is able to act competently in carrying out the required task	The student was able to act in an expert, conscious and original way in carrying out the required task
The student is able to use simple tools, artifacts and/or programs and software to detect data and interpret natural phenomena or verify the starting hypotheses.	Use of instruments in situation	Under adult supervision, the student uses simple laboratory tools to carry out experiments	The student uses simple tools for observation, analysis of phenomena, experimentation, with adult supervision.	In known contexts the student uses simple laboratory and technological tools to carry out observations, analyzes and experiments; he/she knows how to organize data in simple tables and make classifications.	The student autonomously uses simple laboratory and technological tools to carry out observations, analyzes and experiments; can organize data in tables and make classifications.



EXAMPLE OF MOBILITY ASSESSMENT



VALENCIA MOBILITY ASSESSMENT

Evaluating country: _____

Student evaluation (color the corresponding box in light blue)

Teacher evaluation (color the correspondent box with light green)

INDICATOR	Excellent	High	Middle	Inadequate
Activities in general are adapted to the objectives of the project.	All activities are adapted to the objectives programmed in the project related to the contents worked	All the activities are adapted to the objectives programmed in the project and but some are not related to the contents worked	Some activities in general are adapted to the objectives programmed in the project without relating to the contents worked on.	The activities do not conform to the objectives programmed in the project
Activities carried out in the center (Kahoot, Gimkana, Telescopes) are adjusted to what has been worked in each country.	All the activities carried out in the center (Kahoot, Gimkana, Telescopes) are adjusted to what has been worked in each country, being very motivating for the students.	The activities carried out in the center (Kahoot, Gimkana, Telescopes) are adjusted to what was worked in each country but were not motivating for the students	Some of the activities carried out in the center (Kahoot, Gimkana, Telescopes) are adjusted to what has been worked in each country.	The activities carried out in the center (Kahoot, Gimkana, Telescopes) do not conform to what has been worked on in each country.
Activity carried out by the astronomer Sensio Carratalà (presentation and workshops)	The activity carried out by the astronomer Sensio Carratalà (presentation and workshops) has been interesting and motivating, adjusting to the project	The activity carried out by the astronomer Sensio Carratalà (presentation and workshops) has been motivating, but it should have been less theoretical	The activity carried out by the astronomer Sensio Carratalà (presentation and workshops) has been of a low level	The activity carried out by the astronomer Sensio Carratalà (presentation and workshops) has not been adjusted to the project
Setting of the center.	The atmosphere of the center has been spectacular, being totally recreated in the theme of the project	The atmosphere of the center has been adequate.	The atmosphere of the center has been minimal	The setting of the center had nothing to do with the project
Welcome ceremony	In the welcome ceremony all aspects have been taken care of, being a representation of all administrations.	The welcome ceremony has taken care of all aspects	The welcome ceremony has been long, having nothing to do with the event in question.	The welcome ceremony was not typical of the event in question.
Polar Pointer Placement T	The placement of the Polar Pointer has been curious with the participation of the students	The placement of the Polar Pointer has been very simple	The placement of the Polar Pointer has not been adjusted to what it should be	here has been no act of placing the Polar Pointer
Interaction between students from different countries.	The students of the different countries have interacted with each other, relating in the different activities carried out and outside of these in free time.	The students of the different countries have interacted with each other, relating in the different activities carried out.	The interaction between students from different countries has been minimal	There has been no interaction between students from different countries.
Established program.	The established program has been very complete, adjusting all the activities to the project, combining project activities and cultural activities.	The established program has had few project-related activities.	The established program has only taken into account cultural outings	The established program has not been adequate.
Scheduled times for the realization of the proposed activities.	The scheduled times for the realization of the proposed activities have been adequate complying with the schedules in all of them.	Scheduled times for the realization of the proposed activities have been adequate	The scheduled times for the realization of the activities were not adequate.	The scheduled times for the realization of the activities have not been fulfilled.
Hospitality.	The organizing country has made an exceptional hospitality with all the partner countries, caring at all times for them and their needs	The organizing country has made an exceptional hospitality with all partner countries	Hospitality has been minimal	The organizing country has not taken into account the hospitality with the partner countries
Organization.	The organization has been excellent, everything being very careful and programmed. All the details have been taken care of	The organization has been excellent, everything being scheduled but there were details without care that have been overlooked.	In the organization there was a lack of important activities to be programmed	The organization has not been suitable
COVID-19 Standards.	All COVID-19 regulations have been taken into account and complied with	Compliance with COVID-19 regulations has not been rigorous	Only some COVID-19 standards have been met	No COVID-19 standards have been taken into account.



Cultural outings (visit Valencia center, fallero museum)	The cultural outings (visit Valencia center, fallero museum) have been very interesting, approaching the culture of Valencia and knowing the most emblematic sites of the city with a clear explanation of them.	The cultural outings (visit center Valencia, fallero museum) have been interesting	The cultural outings (visit center Valencia, fallero museum) have not been what was expected	There have been no cultural outings
Gastronomy (lunch and dinner in the center, picnics, Saona restaurant)	In the lunches and dinners the food has been taken care of, there has been variety, quantity, typical foods of the land have been offered taking into account the moment of the same. (center, visits outside the center, dinners, typical restaurant)	In the lunches and dinners the food has been taken care of, there has been variety, quantity, typical foods of the land have been offered.	At lunches and dinners, food has been taken care of but it has been scarce meals.	Food has not been taken care of
Departure to the Observatory of Cosmophysics of Titaguas.	The exit to the observatory of Cosmophysics of Titaguas was closely related to the project, it has been interesting and appropriate to the level of the students.	The exit to the observatory of Cosmophysics of Titaguas was closely related to the project, it has been interesting but it was not appropriate to the level of the students.	The departure to the observatory of Cosmophysics of Titaguas was related to the project, but it has not been interesting.	The output had nothing to do with the project
Departure to the Science Museum, Astronomical and Oceanographic Garden.	The exit to the Science Museum, Astronomical and Oceanographic Garden was related to the project while being emblematic places of the city of Valencia that had to be visited.	The exit to the Science Museum, Astronomical and Oceanographic Garden although it was not related to the project were emblematic places that had to be visited.	The exit to the Science Museum, Astronomical and Oceanographic Garden have not been interesting.	The exit to the Science Museum, Astronomical and Oceanographic Garden have not been adequate in this project.
Spaces designated for the realization of the activities.	Good spaces have been taken into account for the realization of the activities, taking into account the type of them (adapting to the weather) and being prepared at all times (dining room, classrooms, patio, library, teaching room...)	The spaces designated for the realization of the activities allowed a good realization of the activities but were not prepared at all times.	The spaces designated for the realization of the activities did not conform to the activities that were carried out.	Good spaces for the realization of each of the activities have not been taken into account.
What should have been changed?	Free answer			
What has been missed?	Free answer			



MOBILITY IN ITALY ASSESSMENT
LINKS TO THE GOOGLE FORMS

STUDENTS

<https://forms.gle/sc5KhWf4bpfkn1tL6>

TEACHERS

<https://forms.gle/oYEQUaNZxHRJ4hqKA>

ONLINE MEETING ASSESSMENT



ONLINE MEETING 18-20-21 MAY 2021

RUBRIC EVALUATION									
CRITERIA/ EVIDENCE On what basis do I evaluate?	DESCRIPTORS What do I observe?	BASIC	NUMBER OF STUDENTS	BEGINNER	NUMBER OF STUDENTS	INTERMEDIATE	NUMBER OF STUDENTS	ADVANCED	NUMBER OF STUDENTS
Multilingual Competence									
Interact in simple situations, participating in short conversations. Talk about experiences and events and describe them. Tackle new situations by drawing on one's own linguistic repertoire.	Ability to interact, understand, and explain oneself also in the language of a specific discipline.	Expresses oneself with uncertainty using a very limited vocabulary. Understands, with the help of an adult, short sentences. If assisted, can introduce oneself and ask questions about the topics covered. Uses very simple standard phrases committed to memory.		Communicates in an understandable way, mostly with memorized expressions. Understands brief spoken messages related to familiar areas. Describes in a simple way with fairly correct pronunciation aspects of personal experience and environment.		Interacts almost always with correct pronunciation on known topics. Can understand sentences and frequently used expressions relating to areas of immediate relevance. Describes simple aspects of personal experience and environment.		Interacts with one or more interlocutors on known topics. Understands and recounts personal events and experiences and expands on topics with fluency and using the correct pronunciation. Faces new situations by drawing on personal linguistic repertoire.	
Digital Competence									
Use technological devices in familiar contexts	Ability to use the devices in real-life situations	Has difficulty using the proposed devices and requires the intervention of the teacher and classmates.		Does not always know how to use the proposed devices independently. Manifests difficulties that sometimes hinder the work.		Know how to use the proposed devices independently.		Knows how to use the devices independently and is able to identify alternative solutions in case of difficulty.	
Know the behavioral rules to be observed in the context of videoconferencing	Ability to interact in digital environments respecting behavioral rules.	The pupil must be urged by the teacher to recognize and observe the established rules.		The pupil recognizes the behavioral rules but sometimes must be guided to respect them and interact correctly.		The pupil observes the required behavioral rules and knows how to interact in known contexts.		The pupil is fully capable of observing the required behavioral rules and can interact in a functional way even in new contexts.	
Personal, social and learning to learn competence									
Demonstrate curiosity about new learning opportunities	Ability to seize new opportunities even in unfamiliar contexts.	Shows little curiosity towards the proposed activities.		When encouraged, shows interest in the proposed learning activity.		Shows curiosity and interest in the proposed learning activity.		Shows great curiosity and interest in the proposed learning activity, managing to actively seize the opportunities that have been offered.	



Participate actively, collaborating constructively and taking into account different points of view.	Participation in the proposed activities. Ability to work collaboratively. Ability to discuss constructively.	Participates only if actively encouraged and cooperates properly only with support of the teacher.		Participates fairly actively and in most cases cooperates adequately.		Participates actively and with interest in the proposed activities by collaborating constructively		Demonstrates full participation in the proposed activities by making personal contributions and collaborating in a very constructive way.	
Entrepreneurship competence									
Demonstrate a spirit of initiative, be willing to measure up to novelties and unexpected events and persevere in achieving goals.	Ability to use one's own resources, in the presence of unknown situations, to finalize the work by managing any difficulties and uncertainties.	Does the assigned work only when guided. Has a hard time dealing with complex situations.		Completes the assigned work with discrete autonomy. Needs support to manage unforeseen and possible difficulties.		Completes the assigned work, trying to manage unexpected events and possible difficulties independently.		Completes the assigned work responsibly, demonstrating a spirit of initiative. Is able to use own resources in case of unforeseen events, coping with any difficulties.	
Taking responsibility, asking for help in difficult situations and being able to provide help to those who ask for it	Ability to listen to others and be open to change and collaboration	If requested by the teacher, asks for help in case of need.		Asks for help in case of need and, if encouraged, is available to others. Knows how to take on responsibilities with the mediation of an adult.		Collaborates with adults and peers by helping others in case of difficulty. Accepts responsibilities.		Collaborates constructively with adults and companions, asks for help in difficult situations, is able to help those who need it. Responsibly accepts the consequences of own actions.	

ONLINE MEETING EVALUATION QUESTIONNAIRE

LINK TO THE GOOGLE FORM

<https://forms.gle/68pPjpT1s3aebjUB7>

OTHER MATERIALS



AUTOBIOGRAPHY - STUDENTS

STUDENT:	CLASS:	DATE:
I tell the path		
What have I learned?		
What did I like most about this activity? Why?		
What didn't I like?		
How I think I have worked (individually / in a group)		
What difficulties did I encounter?		
If I had to repeat the whole experience, is there anything I would do differently? What?		



GROUP LOG BOOK

By each member of the group
Individual reflection on the work of the group

STUDENT NAME AND SURNAME : GROUP:	
What we have done	
What worked in group work (ways of working, relating, communicating ...)	
What went wrong in group work (ways of working, relating, communicating ...)	
What can we improve (ways of working, relating, communicating ...)	
Questions to ask the teacher	



INDIVIDUAL LOG BOOK

Individual reflection on my work in the group

STUDENT NAME AND SURNAME:	
What was my contribution to the group's work?	
What have I made available to the group? (ways of working, relating, communicating ...)	
What I observed in my workmates (ways of working, relating, communicating ...)	
Something I learned during this activity	
Difficulty I have encountered. If they have remained unresolved, how can I deal with them in the future?	

FINAL EVALUATION QUESTIONNAIRE



ERASMUS PROJECT FINAL EVALUATION QUESTIONNAIRE
LINK TO THE GOOGLE FORM

<https://forms.gle/RP4bNJtNcrUMSzdJ9>

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