***Open eTwinning: Project-Based Learning and the Community for Schools in Europe***

Collaborative activity rubric – Self-evaluation

Please go through each of the rubric categories and identify **to what extent the activity you have created corresponds to this**.

For each item, make an “X” in the cell under the level numbers. On the right, you can add comments.

**The description of the different items can be found in page 2 and 3 of this document.**

Assess your response by selecting the appropriate criteria in the rubric. You should also comment on those areas you believe are in need of improvement or deserve mentioning.

This document doesn’t need to be submitted in the Teacher Academy platform and is only for self-assessment on your own work. However, if you want to share your evaluation with the community, you can share it on social media using the course channels.

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| Instructional practices | Level | Comments |
| 1 | 2 | 3 | 4 |  |
| **Activity** |
| **USE OF TECHNOLOGY** |  |  |  |  |  |
| **COLLABORATION** |  |  |  |  |  |
| **FINAL PRODUCTS** |  |  |  |  |  |
| **PEDAGOGICAL OBJECTIVES** |  |  |  |  |  |

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| **USE OF TECHNOLOGY** |
| *Which technology will be used in the activity? Who and how will use it?* |
| **1** | **None** | No use of ICT tools is expected. |
| **2** | **Improvable** | Some basic tools will be used, but they are not the most appropriate fpor the activity or the pupils’ age. |
| **3** | **Good** | Basic tools will be used, appropriate to the activity plan and the pupil’s age. Pupils will use the tools. |
| **4** | **Very good** | Some not-so-common tools will be used, providing added value to the activity. There is an original and creative plan for the use of ICT, including a clear space for the pupils’ initiative. |

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| **COLLABORATION** |
| *The activity is based on collaborative work among pupils* |
| **1** | **None** | No collaboration or communication among pupils is expected. |
| **2** | **Improvable** | There won’t be any communication among pupils during the process, though they will share their final products. |
| **3** | **Good** | Pupils will communicate and coordinate during the process, even though the teams are made of one nationality. Products made by partner schools will be used to progress in their own work. |
| **4** | **Very good** | Pupils will be organized in multi-national teams. They will have to communicate and coordinate so as to take agreed decisions and work on the same final products. |

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| **FINAL PRODUCTS** |
| *Description and variety of expected final products* |
| **1** | **None** | No final products are expected. |
| **2** | **Improvable** | Expected final products are described vaguely, with little concretion. |
| **3** | **Good** | Expected final products are clearly described. |
| **4** | **Very good** | There is a clear description of the expected final products, including evaluation criteria, both continuing and final. |

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| **PEDAGOGICAL OBJECTIVES** |
| *What objectives of the project are related to this activity? How will they be assessed?* |
| **1** | **None** | No pedagogical objectives are referred. |
| **2** | **Improvable** | Some objectives are mentioned, but with little concretion. |
| **3** | **Good** | Objectives are clearly described and put in relation to the expected final products. |
| **4** | **Very good** | Besides the previous point, evaluation criteria for the pedagogical objectives are provided. |