

	0 POINT	1 POINT	2 POINTS	3 POINTS	4 POINTS	5 POINTS
1. Pedagogical innovation and creativity.	No objectives are set or there is no student /teacher participation in the project.	Vague objectives are set, little or no participation of students/teachers.	Objectives are related to the theme of the project. There is active participation of the students/teachers, although with little variety in the methodology.	In addition to the previous point, objectives are set and adapted to the school context and particular needs of students. Active participation of the students/teachers is foreseen.	In addition to the previous point, the objectives are realistic and attainable. The methodological approach is diverse and the planned activities promote collaboration between students, students/teachers are involved decision-making.	In addition to the previous point, the objectives include a clear evaluation process. The proposed activities are particularly innovative and varied.
2. Curricular integration.	There is no relation between the project and school subjects/curriculum. Key competences are not mentioned.	Curriculum integration in one or more subjects is mentioned in general terms. Vague reference is made to key competences.	Activities relate to curricular elements or key competences, although this is not developed in any detail.	Curricular content and even multidisciplinary elements are included in the planning of the project.	In addition to the previous point, curricular contents and multidisciplinary elements are clearly explained. There is a clear connection with key competences development (contents and activities).	In addition to the previous point, curricular integration is set out in detail. Innovative elements include how different subjects will be integrated and combined in the project.
3. Collaboration between associated schools.	Collaborative activities are not foreseen or expected outputs of project will not involve collaboration between students/teachers.	The activities proposed run in parallel rather than in collaboration. Infrequent contacts foreseen.	Although most of the tasks are in parallel, it is planned to share the final products that each school has made separately.	Some degree of coordination is foreseen in the tasks proposed and the final outputs.	Collaboration as part of the activities or final outputs is clear (teams from different countries, planning tasks where ideas are exchanged,). In addition, there may be other actions foreseen that promote interaction between teachers.	The project includes a collaborative work plan for teachers. In addition, the activities or final products are designed so the various schools/countries can discuss, commit themselves and work to towards a common objective.
4. Use of technology.	The use of digital technologies in the project is not considered.	The project proposes the use of digital technologies only for teachers.	The proposed activities use digital technologies to learn and practice basic skills, but they do not support the construction of knowledge.	Digital technologies for the construction of knowledge feature in the project design. In addition, attention is given to student privacy- and data protection.	The project proposes that students/teachers build or actively participate in the construction of a product made through the use of digital technologies. In addition, there are references to respecting the privacy of the students /teachers and copyright of the materials with which they can work.	In addition to the previous point, a particularly creative or innovative use of digital technology is included.
5. Results, impact and documentation	No evaluation or communication -on the project is foreseen.	As the project develops, only the teachers and students taking part will know about it. There is no clear process of evaluation-.	The project includes an evaluation and/or communication plan, but little detail is given as to how these will be applied.	A plan for evaluating goals and end products is included. A communication plan is added that includes informing other members of the educational community about the project and its results.	In addition to the previous point, the planned evaluation and communication actions are carried out in a comprehensive manner.	In addition, the planning of particularly relevant actions is observed (including evaluation rubrics or well-prepared surveys, dissemination in other schools, social media etc.).