



MONITORING & EVALUATION

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Within the framework of the Erasmus+ project “MIRRORS” all partner countries agreed on common rubrics of assessment/evaluation as regards the learning/educational units and activities we carried out in the different partner countries; here below you can find most of the rubrics we shared.

Other evaluation/assessment rubrics/grids were implemented in the different partner countries for specific activities, but it would be quite engaging to 'translate' them all in English.

Most of the rubrics here uploaded were created starting from Rubistar <http://rubistar.4teachers.org> - a website/app recommended by Teacher Academy - and then adapted to our needs.

All the grids are available for download as doc.files on the Twinspace of the project: <https://twinspace.etwinning.net/23756/home>

COLLABORATIVE GROUP WORK 1

CATEGORY	4	3	2	1	Score
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A leader.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member.	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion.	
Time-management	Routinely uses time well throughout the project to ensure things get done on time.	Usually uses time well throughout the project, but may have procrastinated on one thing.	Tends to procrastinate, but always gets things done by the deadlines.	Rarely gets things done by the deadlines and group has to adjust deadlines or work.	
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed..	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.	
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. He is often not a good team player.	

EMOTIONS FEELING MOODS: Expressive Masks Making

CATEGORY	4	3	2	1	Score
Creativity	Totally original design, no element is an exact copy of designs seen in source material.	Most of the mask elements are unique, but a couple of elements may be copied from source material.	Some aspects of the mask are unique, but several elements are copied from source materials or other students.	The mask is a copy of a mask seen in source material or one made by another student.	
Craftmanship	The mask shows that the creator was took great pride in his/her work. The design and construction look carefully planned.	The mask shows that the creator took pride in his/her work. The design and construction look planned. The item has a few flaws.	The design and construction were planned. The item has several flaws that detract from the overall look.	The mask looks thrown together at the last minute. It appears that little design or planning was done.	
Details	Mask details are all easily viewed and identifiable.	Most mask details are easily viewed and identifiable	Most mask details are easily identified only when the mask is seen close-up.	Many mask details are too small or are not clear.	
Knowledge about the previous work about Emotion, feelings and moods	The student can easily explain the emotion, feeling, mood expressed by his/her mask and relate it correctly to a lot of specific situations/context s which might cause that emotion, feeling, mood.	The student can explain the emotion, feeling, mood expressed by his/her mask and partly relate it to some situations/context s which might cause that emotion, feeling, mood..	The student recognizes the emotion, feeling, mood expressed by his/her mask but has some difficulties in relating it to more than a situation/context which might cause that emotion, feeling, mood..	The student recognizes the emotion, feeling, mood expressed by his/her mask but has troubles in relating it to any situation/context which might cause that emotion, feeling, mood..	
Knowledge of Mask Construction	The student can describe in detail the steps used to make his/her mask.	The student can describe the steps used to make his/her mask.	The student can describe most of the steps used to make his/her mask.	The student has great difficulty describing how his/her mask was constructed.	
Time and Effort	Class time was used wisely. Much time and effort went into the planning and design of the mask. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.	
Working With Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.	

INFORMATION ANALYSIS

CATEGORY	4	3	2	1	Score
Identifies important information	Student identifies all the main points of the texts, and highlights most of the secondary points.	The student identifies most of the main points of the texts and recognizes some of the secondary points.	The student identifies some of the main points.. S/he does not highlight any unimportant points.	The student cannot identify important information with accuracy.	
Identifies details	Student recalls several details for each main point.	Student recalls some details for each main point.	Student is able to locate a few details..	Student cannot locate details with accuracy.	
Identifies facts	Student accurately locates facts and gives a clear explanation of why these are facts, rather than opinions.	Student locates facts and gives a reasonable explanation of why they are facts, rather than opinions.	Student locates some facts but the explanation is weak.	Student has difficulty locating facts and distinguishing facts from opinions,	
Identifies opinions	Student accurately locates opinions gives a clear explanation of why these are opinions, rather than facts.	Student accurately locates opinions in the article and gives a reasonable explanation of why these are opinions, rather than facts.	Student locates some opinions but the explanation is weak.	Student has difficulty locating opinions and distinguishing opinions from facts.	
Summarization	Student can effectively organize the main information into a coherent summary.	Student can effectively organize the main information into a good summary.	Student has some difficulties in organizing the main information into a summary	Student has great difficulty in summarizing information,	

This grid has been used to evaluate most of the students' research work on different topics.

INTERVIEW BUILDING

CATEGORY	4	3	2	1	Score
Preparation	Before the interview, the student prepares several in-depth and factual questions to ask.	Before the interview, the student prepares some of in-depth questions and several factual questions to ask.	Before the interview, the student prepares several factual questions to ask.	The student does not prepare any questions before the interview.	
Follow-up Questions	The student listens carefully to the person being interviewed and asks several relevant follow-up questions based on what the person says.	The student listens carefully to the person being interviewed and asks a couple of relevant follow-up questions based on what the person says.	The student asks a couple of follow-up questions based on what s/he thinks the person says.	The student does not ask any follow-up questions based on what the person says.	
Notetaking	The student takes occasional notes during the interview, but usually maintains focus on the person rather than the notes. Notes are added to immediately after the interview so facts are not lost.	The student takes occasional notes during the interview, but usually maintains focus on the person rather than the notes. No additional notes are taken.	The student takes notes during the interview, but does so in a way that interrupts the "flow" of the interview. Additional notes are not taken.	The student takes no notes during or after the interview.	
Formatting & Editing	The student edits and organizes the transcript in a way that makes the information clear and interesting.	The student edits and organizes the transcript in a way that makes the information clear.	The student edits and organizes the transcript but the information is not as clear or as interesting as it could have been.	The student does NOT edit or organize the transcript.	
Report Writing	The report is well organized and contains accurate quotations and facts taken from the interview.	The report is well organized and contains accurate facts taken from the interview.	The report contains accurate quotations and facts taken from the interview.	The report is lacking facts and quotations from the interview or the quotes and facts are not accurately reported.	

POLAND & ITALY: LETTER WRITING

CATEGORY	4	3	2	1	Score
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed.	Most sentences are complete and well-constructed.	Many sentence fragments or run-on sentences..	
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes a few errors in grammar and/or spelling.	Writer makes some errors in grammar and/or spelling	Writer makes quite a lot errors grammar and/or spelling.	
Ideas	Ideas were clearly expressed in an organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear.	The letter seemed to be a collection of unrelated sentences.	
Content Accuracy	The letter contains all the required information	The letter contains most of the required information	The letter contains part of the required information.	The letter contains little of the required information,	
Neatness	Letter is hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.	Letter is hand-written, clean, not wrinkled, and is easy to read with few distracting error corrections. It was done with care.	Letter is hand-written but it has some distracting error corrections. It was done with some care.	Letter has several distracting error corrections. It looks like it was done in a hurry and with little care.	
Length	The letter is 10 or more sentences.	The letter is 8-9 sentences.	The letter is 5-7 sentences.	The letter is less than 5 sentences.	
Format	Complies with all the requirements for a friendly letter.	Complies with almost all the requirements for a friendly letter.	Complies with several of the requirements for a friendly letter.	Complies with very few of the requirements for a friendly letter.	

This grid was used to evaluate the exchange of letters between the Polish and Italian students.

Most of the other partner students preferred to use emails or various social networks of e-tools to communicate. In some cases, these options came out to be more effective in creating new friendships, especially between hosted/hosting students.

**Stage managing/directing Tableaux Vivants
(Collaborative Work Skills)**

CATEGORY	4	3	2	1	Score
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.	
Contributions	Routinely provides useful ideas when participating in the group and in discussion. A leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in discussion. May refuse to participate.	
Preparation & Time-management	Brings needed materials to class and is always ready to work. Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work.	Almost always brings needed materials to class and is ready to work. Usually uses time well throughout the project, but may have procrastinated on one thing.	Almost always brings needed materials but sometimes needs to settle down and get to work. Tends to procrastinate, but always gets things done by the deadlines.	Often forgets needed materials or is rarely ready to get to work. Rarely gets things done by the deadlines and group has to adjust deadlines or work because of this person's inadequate time management or poor organizational skills.	
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.	
Performance	Presented in a calm and willing manner. Helps actors to set-up or anything else to facilitate getting started promptly. Knows exactly what do.	Presented in a calm and willing manner. Helps actors to set-up or anything else to facilitate getting started promptly. Knew mostly what do.	Reluctant to help actors to set-up or anything else to facilitate getting started promptly. Has to be reminded about what do. .	Overly agitated or nervous. unwilling to help actors to set-up or to do anything else to facilitate getting started promptly. Had to be told what do.	

ORAL PRESENTATION

CATEGORY	4	3	2	1	Score
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces a few words.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces some words	Often mumbles or can not be understood and mispronounces many words.	
Vocabulary	Uses appropriate vocabulary.	Mostly uses appropriate vocabulary.	Only partly uses appropriate vocabulary.	Uses little appropriate vocabulary.	
Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.	
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.	
Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.	
Volume	Volume is loud enough to be heard by all.	Volume is loud enough to be heard by most of all.	Volume is loud enough to be heard by some.	Volume often too soft to be heard.	
Preparation	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.	
Comprehension	Student is able to accurately answer almost all questions posed about the topic.	Student is able to accurately answer most questions posed about the topic.	Student is able to accurately answer a few questions posed about the topic.	Student is unable to accurately answer questions posed about the topic.	

TEAM WORK SKILLS

CATEGORY	4	3	2	1	Score
Apply Teamwork skills	Student gets all of his/her teammates involved all the time	Students gets all of his/her teammates involved some of the time.	Student gets all of his/her teammates involved for a very little amount of time.	Student never gets all of his/her teammates involved.	
Demonstrates leadership skills	Student demonstrates correct way to evade defenders all the time	Student demonstrates correct way to evade defenders some of the time.	Student demonstrates correct way to evade defenders for a very little amount of time.	Student never demonstrates correct way to evade defenders	
Participation	Student participates with others during activity all the time	Student participates with others during activity some of the time.	Student participates with others during activity for a very little amount of time.	Student never participates with others during activity.	
Demonstrates group awareness	Student is aware of surroundings and understands game rules all the time	Student is aware of surroundings and understands game rules some of the time.	Student is aware of surroundings and understands game rules for a very little amount of time.	Student is never aware of surroundings and understands game rules.	

REPORTS: Research & Experience Reports

CATEGORY	4	3	2	1	Score
First Draft	Detailed draft is neatly presented and includes all required information.	Draft includes all required information and is legible.	Draft includes most required information and is legible.	Draft is missing required information and is difficult to read.	
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be rather disorganized.	
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.	
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.	
Sources	All sources (information and graphics) are accurately documented in the desired format.	Most sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.	
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.	
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.	

The grid was used to evaluate research as well as experience reports.

It was sometimes used together with the Info Analysis & Elaboration Grid.

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The lesson plans and materials can be used for teaching purposes, photocopies can be made for lessons only.

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