Final Assessment Rubric: ERASMUS+ Project
TECNOLOGY INTO EUROPEAN HISTORICAL ARCHITECTURE
by the driving teams from both schools

PEDAGOGICAL INNOVATION		
Activities are varied. Pupils' initiative, creativity and autonomy are fostered.		
1	None	There are no references to methodological aspects and they cannot be clearly inferred from the project plan.
2	Improvable	Most part of the project is based on lecture-type lessons run by the teacher. There is no space for pupils' autonomous work.
3	Good	The project has been designed so that pupils interact with their partners. Work is organized in various ways; individual work, cooperative groups, international teams…
4	Very good	The project promotes interactive and collaborative pedagogical approaches. Learning methods are clearly identified: information gathering, comparative studies, problem-solving, collaborative creation…).

CURRICULAR INTEGRATION		
Contents and objectives of the Project are directly related to the curriculum. Most part of the pupils' work will be developed during school time. The project becomes a way to deliver the curriculum, not as an extra task to it.		
1	None	There are no references to curricular aspects and they cannot be clearly inferred from the project plan.
2	Improvable	Areas covered by the project are mentioned as well as contents and curricular objectives, but vaguely.
3	Good	The contents and objectives are described specifically. There is a clear relation between the project and curricular areas.
4	Very good	Contents, objectives and methodology are described in some detail. Information is given about how the project is integrated into the evaluation of the subjects involved.

COMMUNICATION AND INFORMATION

EXCHANGE

Communication and information exchange processes are considered here. They can be among individuals, small or big groups... Activities such as voting, contests, etc. -aiming at making pupils take contact with their partners' productions- are included here.

1	None	No communication between partners is proposed.
2	Improvable	Communication will be made almost exclusively by teachers, and it will be limited to the exchange of finalized products. Only a few pupils will use the communication channels.
3	Good	Pupils will communicate through mail, chats o video conferences. The goals of these activities are mutual knowledge, language practising or motivation, prepare an activity, exchange of important information,...
4	Very good	Pupils will communicate through varied tools. Communication activities will address at operational objectives: group organization, distribution of tasks, exchanges of essential information for the activities...

COLLABORATION AMONG SCHOOLS

*Collaborative activities go beyond mere communication. Pupils are not only receivers of information, but also team members, co-authors and co-workers. Collaboration implies the mutual necessity of
pupils in partner schools to fulfil their tasks.*

1	None	No collaboration between partners is proposed.
2	Improvable	Pupils will work in one-nationality groups. Their final products will be shared with partner schools.
3	Good	Pupils will work in one-nationality groups. Their final products will be necessary for their partner schools to proceed with their tasks, so they will be shared.
4	Very good	Pupils will work in international groups. They will work in collaboration and will interact from the beginning of the work process, not only exchanging already finished products.

USE OF
TECHNOLOGY

How will technology be used during the project? The use of technology should be adapted to the circumstances of the pupils; age, school facilities... It should have a clear impact in the achievement of the objectives of the project.

1	None	The use of technological tools is not planned.
2	Improvable	The use of basic tools tailored to the activities and objectives is planned, but it will mostly be teachers that employ them.
3	Good	Tools planned are tailored to the activities and objectives, as well as the age of the pupils, who will use them regularly.
4	Very good	Creative uses of technology are promoted. There is a clear space for pupils' initiative and autonomous work.

eTwinning

RESULTS, IMPACT AND DOCUMENTATION		
What pedagogical objectives are posed? Is there an assessment and evaluation plan? What final products are expected and how they relate to the pedagogical objectives? Is there a dissemination plan?		
1	**None**	No planned objectives or expected results are mentioned.
2	**Improvable**	The planned objectives and expected results are described, but vaguely.
3	**Good**	The objectives and results are described specifically. Project evaluation mechanisms are mentioned.
4	**Very good**	Evaluation mechanisms are described with some detail. A documentation compilation plan is foreseen, as well as the dissemination of the project and its results inside and outside the educational community.