THE EVALUATION OF THE EUROPEAN COMPETENCIES FOR LEARNING

Co-funded by the
Erasmus+ Programme
of the European Union

KEYCOLAB ERASMUS+ PROJECT

KEY COMPETENCES LABORATORY

The evaluation of the European Competencies for learning[1]

Contents

GENERAL CONSIDERATIONS

The proposal is based upon the considerations which received general agreement when presented to the Turku meeting (Appendix 1) and subsequently through replies received from the project partners in response to the questionnaire initiated on behalf of the UK and through further exchanges of view subsequent to the initial circularisation of the proposal in October 2016.

Evaluation is to be undertaken in relation to two main aspects of the project. Firstly and most importantly, the progress made by children with regard to the Key Competencies and secondly, since the evaluation of progress is inextricably related to teaching, the methods of teaching used by the schools. Similarly the aims of the evaluation are twofold – to gain knowledge of the children in order to inform learning and teaching in the future and to disseminate approaches to teaching which have been found most successful in promoting the learning of the competencies.

The project places confidence in the judgements of the professional teacher based upon shared experience with the children and other adults, particularly parents and carers, who may be involved. It will also be helpful to explore and note the responses of the children since these will inform professional evaluation. The child's work will provide an illuminating picture of progress which will be all the more valuable if items could be collected and, if appropriate, digitally recorded over a period of time. If a child has been tested within the period of the evaluation the results should be considered as contributing to the teacher's judgement rather than as definitive measures in themselves. It is assumed that locally required evaluative measures will continue in use by the project partners and that the results of such evaluation will be incorporated in the project evaluation. It is important to note that it is not assumed that, necessarily, there will be progress in relation to each of the Key Competencies within the assessment period. No observable progress or even regression should be identified.

THE CHILDREN

Evaluation of the progress of all children over a defined period of time should be undertaken which leads to a statement outlining the teacher's judgements incorporating discussion with other adults and the children themselves. Since

progress rather than attainment at the end of the evaluation period is to be assessed it is essential that there is a comparison of levels of comprehension, skills and attitudes at the beginning and at the end of the period. The evaluation period is defined as a minimum of four months beginning on the 1st January 2017 or earlier and ending on the 31st March 2017. An indicative collection of children's work should accompany this general evaluation of progress with regard to a minimum of four of the competences indicated below.

THE KEY COMPETENCES IN PRIMARY SCHOOL EDUCATION

Communication in the mother tongue (includes listening, speaking, reading and writing).

Communication in foreign languages (shares the main skill dimensions of communication in the mother tongue)

Mathematical competence and basic competencies in science and technology (the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations).

Learning to learn (the ability to pursue and persist in learning including the organisation of one's own learning).

Social and civic competencies (behaviour which facilitates participation in social and working life).

Sense of initiative and entrepreneurship (turning ideas into action).

Cultural awareness and expression (appreciation of the creative expression of ideas, experiences and emotions)

A more detailed definition of each of the key competencies (EU2006) may be found at http://keycolab.nieikastolak.com/glossary

It is important that the Keycolab project puts the competences in context. The following is taken from the glossary.

"Within the European Union area a competence is defined as a combination of knowledge, skills and attitudes appropriate to the context. Competence indicates the ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development). Competence is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge); it also

encompasses functional aspects (involving technical skills) as well as interpersonal attributes (e.g. social or organisational skills) and ethical values. (CEDEFOP 2011). Competences can be domain-specific, e.g. relating to knowledge, skills and attitudes within one specific subject or discipline, or general/transversal because they have relevance to all domains/subjects. In some contexts the term 'skills' (in a broader sense) is sometimes used as an equivalent of 'competences'"

The project is concerned with young children learning and for us the context is the child and hence the competences are held to have relevance to all domains/subjects, indeed to the totality of the children's learning from their personal experiences both in and out of school. .

It is helpful to the final analysis and evaluation of the project that there has been agreement among partners with regard to the selection of competences to be evaluated. Four competences have been agreed: Communication in the mother tongue, Mathematical competence, Learning to learn and Sense of initiative and entrepreneurship, These competences are a required minimum but it is acknowledged that local circumstances may well require the addition of further competences.

THE LABORATORY GROUP OF CHILDREN

A more detailed and focused evaluation of progress should be made of a minimum of 15 children.

It is suggested that the group should be selected in order to present a representative spread of ability and learning needs. An evaluation record should be compiled for each individual child and this should be related to examples of work particularly examples which permit a comparison of work at the beginning and end of the evaluation period. Artefacts considered to be particularly indicative of progress in learning should be retained or photographs of them together with digital records where considered appropriate.

The evaluations of children's progress should be carried out by the teacher who has overall responsibility for the laboratory group and validated by a review of evaluations by the teacher's peers. It is suggested that the project schools should form pairs for this purpose or, alternatively, such review could be undertaken by teachers serving in the same school. However it is important that the peer review

should not be undertaken by teachers senior to those involved in the project. Considerations of accountability should not enter into the process of evaluation.

APPROACHES TO TEACHING

The close link between the evaluation of children's progress and their experience of learning makes it essential for the project to provide evidence of the teaching approaches which are followed. For this reason it is proposed that a report should be prepared which sets out the teaching approaches used over the evaluation period. This should be cross referenced to the children's work accompanying the evaluations indicated above.

The teacher's judgements concerning the value of their teaching should take full account of any discussions with other adults and the children. While the aim of the teaching is to achieve growth in the competencies it is stressed that in light of the young age of the children it must be accepted that teaching approaches may well bring particular competencies together or include them in more wide ranging work outside the competencies.

Should any clear view regarding the worth or a relative lack of success of different teaching approaches be offered at the conclusion of the portfolio a recommendation should be made that further, more specifically focused, action research be undertaken to validate the findings of the Keycolab project.

ACTION LIST: A SUMMARY

Agree the dates of the assessment period which is proposed as a minimum of four months beginning on the 1st January (or earlier) and ending on the 31st March 2017.

Select a laboratory group of children aged between nine and ten years old for the focused element of evaluation. The group should contain a minimum of 15 children and should be selected in order to present a representative spread of ability and learning needs.

Focus on a minimum of four competences to be evaluated. The competences agreed by the project are: Communication in the mother tongue, Mathematical competence, Learning to learn and Sense of initiative and entrepreneurship. Consider the addition of further competences in the light of local circumstances.

Evaluate progress by undertaking evaluations at the beginning and at the end of the evaluation period. It is important that the first evaluation should establish the baseline against which progress can be evaluated by the end of the period.

Undertake evaluations through the exercise of analysis and judgement by the teacher who is responsible for the growth and development of the laboratory group of children. The process of evaluation should include discussions with the children, parents/carers and colleagues. If considered helpful to professional assessment, any test results recorded during the evaluation period should also be included.

Compile a project evaluation portfolio for each child (grids attached, Appendix 2) with reference to the agreed competences. The portfolio should include the child's work, either artefacts or photographs, together with digital records at the beginning, during and at the end of the evaluation period.

Undertake a review and a validation of the evaluations both at the beginning and end of the evaluation period in association with a teacher colleague who is not involved in the project. It is suggested that the peer reviewer should not be senior to the project teacher since it is important to avoid any element of professional accountability except to the children.

Prepare a report on the teaching approaches used in the course of the evaluation period. Reference should be made to the project evaluation portfolio and can include any assessments of the relative efficacy of the approaches reported.

Consider recommending teaching approaches which might have positive impact upon the teaching of the selected competences for inclusion in the final project evaluation report.

ADDENDUM

The project's early rejection of attainment testing as a definitive measure of children's progress except as an element of overall evaluation placed an immediate emphasis upon the professional judgement of the teachers involved. The level of trust placed in such judgement by national authorities varies from country to country and in some instances colleagues may work in an official context which specifies in some detail teaching programmes, record keeping and assessment procedures including content and timing. However, the project, characterised by research and independent of governments, declines to specify such detail, preferring instead to indicate its faith in the professionalism of teachers. Actions taken by those who are close to the children are usually sounder than official instructions and it is important that local circumstances should have an impact upon the action research and outcomes of the project.

It is acknowledged that the flexibility which underpins this proposal might well lead to some quantitative but not qualitative differences in approach undertaken by the partners. Far from being disadvantageous this is considered a decided advantage which will facilitate comparative evaluation of the project.

Appendix 1

Some considerations

The key competences in primary school education

The competences can be divided into two categories. However the point must be made at the outset that, in practice, the growth and development of young children can seldom be delineated in such separate categories. Competence is defined as a combination of knowledge, skills and attitudes in context. The context always has the child at its centre.

Five competences; Communication in the mother tongue, Communication in foreign languages, Mathematical competence, Basic competences in science and technology and Digital competence may be categorised as core skills universally recognised across the European community.

The four other competences: Learning to learn, Social and civic competences, A sense of initiative and entrepreneurship and Cultural awareness and expression relate more to the affective development of the individual child although once again it must be stressed that ultimately all competences are indivisible within the child's nature and being. This will be recognised in the evaluation of the project.

Principles of evaluation

All partners will be using their locally required evaluative instruments which will doubtless include a combination of teacher assessment and written testing. Such evaluation of children's progress is more generally applicable to the first category of competences indicated above. It is proposed that such locally agreed and/or required evaluation will continue in use. However it is suggested that the project should contain a critical evaluation of such practice with a view to establishing the relative merits of conventional techniques.

Testing

A test is a snapshot of performance at a particular moment and the snapshot is of what is measurable and inherently capable of being tested. Testing reveals only limited aspects of human development because performance in a test cannot show

how far knowledge and skill are embedded in the individual to the extent that test performance is translated into behaviour. It is the application of knowledge and skill beyond testing which is the fundamental aim of education. Testing has a limited place in the classroom. It contributes information which can be used formatively by the teacher but it is simply one, quite transitory, aspect of the whole child.

The unintended consequences of testing are the greatest danger to the quality of education. If the results are used as an instrument of accountability the inevitable outcome is that children will be instructed in order that they are sufficiently competent to pass the test. The process of education will be narrowed and distorted, test performance will become even more transitory and test performance skills will quickly be forgotten.

It is proposed that testing should not be the primary instrument of the evaluation of the Keycolab project. For a more comprehensive and accurate assessment of the growth and development of the children involved we must turn to the people themselves: the children their parents and their teachers.

Human Assessment.

Teachers of young children enjoy the considerable advantage of a close personal relationship with their pupils and their families. Later, as adolescents and beyond, the children will be taught by subject specialists and such relationships become much more difficult to engender and maintain. Parents through the proximity of shared life have a unique insight into their children's growing maturity and the partnership between teachers and parents is crucially important in providing sound judgements of children's progress.

Progress in young children's learning cannot always be set out in steps denoting a smooth incremental progression. One step may often follow another but equally there can be recession or plateauing depending on the child's circumstances in life.

Understanding is clearly related to the immediacy of direct experience. Different experiences may well provoke other levels of understanding and, or reinforce, earlier understanding. To hold understanding in the mind separately to experience (and it must be stressed that a skill is of little practical use if it is not underpinned by understanding) the thread of understanding must be drawn out of experience as a single thread is drawn out of a multihued and textured cloth. It follows that the assessment of progress in primary education cannot be measured with any precision except in the long term perhaps not until the child has entered her adult

years. It is the complexity of learning and the fact that young children are building up a network of understanding which may not be immediately observable or evidenced which confirms our decision to evaluate the progress of the children involved in the project through the collective assessments made by teachers and parents taking into account the self assessments of the children themselves.

Our reliance upon the assessments made by those who share life with the children must however be cautioned in one important respect. The closer we are to the children, the greater the danger that our assessment of progress may be coloured by the relationship we have with them. We must expect and allow for the natural bias towards the child on the part of the loving parent but teachers also must guard against bias particularly those predispositions to favour or to be critical of which we are unaware. The answer is twofold. Firstly we must share our assessments with our colleagues who can discuss the child more dispassionately with an eye to the overall balance of assessments over the entire group. Secondly we must always remind ourselves of the impossibility of entirely accurate assessment and be appropriately modest and respectful of the human lives we are presuming to assess. This latter requirement of all professional teachers is one of the greatest challenges we face. We chose to teach young children and are fortunate in receiving all the human rewards which such work brings to us yet when we assess we must reach into the mind of the child and see her with eyes unclouded by longing. It is indeed a formidable professional challenge and we must never fail.

Further Considerations

The first meeting of the project partners demonstrated a unanimity of view concerning the principles of primary education and pedagogical practice. The considerations which follow are set out in the confident assumption that they will attract widespread agreement .

Children should be assessed individually and never ranked one against the other. The informing philosophy underpinning our work is that of the European community --- cooperation and not the destructive force in education, competition.

Assessment is a vital part of teaching. It is only damaging when the results of assessment are used for accountability purposes.

Evaluation of progress is valuable to children in that it assists them to engage more fully in their own development and learning.

There must never be a backwash of assessment requirements into the curriculum which is defined as the process of teaching and learning. The outcomes of assessment should be used by teachers and parents to enhance children's opportunities to learn.

Assessments of the evaluation of progress are best expressed as descriptive profiles and never subsumed into numerical summaries. The use of figures implies an accuracy which is spurious since assessment is never entirely accurate.

Children have a human right to contribute to the assessment of their own development.

When we assess the child her age is more important than the organisational stage of education.

Appendix 2

An example of Student's Competencies Evaluation

An example of Student's Competencies Evaluation

NAFARROAKO IKASTOLEN ELKARTEA

Based and adapted from 24.11.16

1.   Introduction

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The Children

Evaluation of the progress of all children over a defined period of time should be undertaken which leads to a statement outlining the teacher's judgments incorporating discussion with other adults and the children themselves. Since progress rather than attainment at the end of the evaluation period is to be assessed it is essential that there is a comparison of levels of comprehension, skills and attitudes at the beginning and at the end of the period.

An indicative collection of children's work should accompany this general evaluation of progress with regard to a minimum of four of the competences indicated below.

The Key Competences in Primary School Education

Communication in the mother tongue (includes listening, speaking, reading and writing).

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Mathematical competence and basic competencies in science and technology (the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations).

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relevance to all domains/subjects. In some contexts the term 'skills' (in a broader sense) is sometimes used as an equivalent of 'competences'"

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It is helpful to the final analysis and evaluation of the project that there has been agreement among partners with regard to the selection of competences to be evaluated. Four competences have been agreed: Communication in the mother tongue, Mathematical competence, Learning to learn and Sense of initiative and entrepreneurship, These competences are a required minimum but it is acknowledged that local circumstances may well require the addition of further competences.

The Laboratory Group of Children

An evaluation record should be compiled for each individual child and this should be related to examples of work particularly examples which permit a comparison of work at the beginning and end of the evaluation period. Artefacts considered to be particularly indicative of progress in learning should be retained or photographs of them together with digital records where considered appropriate.

The evaluations of children's progress should be carried out by the teacher who has overall responsibility for the laboratory group and validated by a review of evaluations by the teacher's peers. It is suggested that the project schools should form pairs for this purpose or, alternatively, such review could be undertaken by teachers serving in the same school. However it is important that the peer review should not be undertaken by teachers senior to those involved in the project. Considerations of accountability should not enter into the process of evaluation.

Approaches to Teaching

The close link between the evaluation of children's progress and their experience of learning makes it essential for the project to provide evidence of the teaching approaches which are followed. For this reason it is proposed that a first project elements and a second one should be prepared which sets out the items used over the evaluation period. This should be cross referenced to the children's work accompanying the evaluations indicated above.

The teacher's judgments concerning the value of their teaching should take full account of any discussions with other adults and the children. While the aim of the teaching is to achieve growth in the competencies it is stressed that in light of the young age of the children it must be accepted that teaching approaches may well bring particular competencies together or include them in more wide ranging work outside the competencies.

Should any clear view regarding the worth or a relative lack of success of different teaching approaches be offered at the conclusion of the portfolio a recommendation should be made that further, more specifically focused, action research be undertaken to validate the findings of the Keycolab project.

2.- General organization of evaluation:

KEYCOLAB proposal	NIE
1.- Agree the dates of the assessment period which is proposed as a minimum of four months beginning on the 1st January 20th o (or earlier) and ending on the 31st March 2017.	1.- The assessment period: Starts: 20th January – Initial evaluation Ends: 30th April- Final evaluation
2.- Select a laboratory group of children aged between nine and ten years old for the focused element of evaluation. The group should contain a minimum of 15 children and should be selected in order to present a representative spread of ability and learning needs	2.- Laboratory group: 1.- JASO ikastola (school) 5. Grade (10 years old) 30 students 2.- ZANGOZA ikastola (school) 5. Grade (10 years old) 15 students
3.- Focus on a minimum of four competences to be evaluated. The competences agreed by the project are: Communication in the mother tongue, Mathematical competence, Learning to learn and Sense of initiative and entrepreneurship. Consider the addition of further competences in the light of local circumstances.	3.- The 8 key competences of EU

4.- Evaluate progress by undertaking evaluations at the beginning and at the end of the evaluation period. It is important that the first evaluation should establish the baseline against which progress can be evaluated by the end of the period.	4.- First evaluation: Initial evaluation 1.- JASO ikastola (school): "Jasintxo festa" (Food fair) project 2.- ZANGOZA ikastola (school) : "Jasintxo festa" (Food fair) project Second evaluation: Final evaluation 1.- JASO ikastola (school): "Teklak erabiltzeko garaian..." project. (Adequate use of ICT) 2.- ZANGOZA ikastola (school): "Teklak erabiltzeko garaian..." project. (Adequate use of ICT)
5.- Undertake evaluations through the exercise of analysis and judgement by the teacher who is responsible for the growth and development of the laboratory group of children. The process of evaluation should include discussions with the children, parents/carers and colleagues. If considered helpful to professional assessment, any test results recorded during the evaluation period should also be included.	5.- TEACHER: - Process and product - Rubric for evaluation - Tools for observation. - Record of observation - The link betwen observation and KC development STUDENT: - Self evaluation - Peer evaluation - Parents /carers: questionnaire
6.-Compile a project evaluation portfolio for each child (grids attached, Appendix 2) with reference to the agreed competences. The portfolio should include the child's work, either artifacts or photographs, together with digital records at the beginning, during and at the end of the evaluation period.	6.-1 Student´s porfolio: Each student prepares a portfolio . 6.2: The teacher prepares an evaluation report to inform children and parents including at least: the initial evaluation; the final evaluation and the progress achieved. This report will contain qualitative information about the progress of children.
7.- Undertake a review and a validation of the evaluations both at the beginning and	7.-.- Undertake a review and a validation of the evaluations both at the beginning

end of the evaluation period in association with a teacher colleague who is not involved in the project. It is suggested that the peer reviewer should not be senior to the project teacher since it is important to avoid any element of professional accountability except to the children.	and end of the evaluation period in association with a teacher colleague who is not involved in the project. It is suggested that the peer reviewer should not be senior to the project teacher since it is important to avoid any element of professional accountability except to the children.
8.- Prepare a report on the teaching approaches used in the course of the evaluation period. Reference should be made to the project evaluation portfolio and can include any assessments of the relative efficacy of the approaches reported.	8.- Prepare a report on the teaching approaches used in the course of the evaluation period. Reference should be made to the project evaluation portfolio and can include any assessments of the relative efficacy of the approaches reported.
9.- Consider recommending teaching approaches which might have positive impact upon the teaching of the selected competences for inclusion in the final project evaluation report.	9.- Consider recommending teaching approaches which might have positive impact upon the teaching of the selected competences for inclusion in the final project evaluation report.

3.- Initial evaluation

JASO ikastola (school) and Zangoza ikastola (school): "Jasintxo festa" (Food fair) project

3.1-Task/Expected product and evaluation criteria

	Task	Expected product	Evaluation criteria
1	Collect information about the type of food that they decide to use in the food fair and describe shortly their characteristic.	P1: A Presentation with the list and the characteristic.	The list is balanced with different types of food
			The characteristic are pertinent
			His/her use of computer is skilful
			He/she shows autonomy at work
2	Prepare a visit to the supermarket to buy the food they need.	P2. A written list with the food and the budget.	The list is properly written
			The budget is properly calculated
			He /she shows collaborative attitude
			He/she fulfills his role in the group
3	Go to supermarket and buy the foods listed	P3: Report (observation) of the teacher about his/her behavior in the supermarket.	His/her attitude during the shopping has been correct
			The budget it has been respected
			The use of the time it has been accurate
			Dealing with store employees has been empathetic
4	Prepare the "pintxos" (little piece of food) for the "Food fair"	P4: A video clip (3 minutes approximately) with the food that they have prepared.	The presentation of "pintxo" is attractive
			His/her use of camera and edition r is skilful
			They shows originality in the presentation of food
			Each one has completed his/her role in the team
5	Celebrate a party with invited people (parents, students of others levels)	P5: A peer evaluation of others students about his/her attitude during the party	His attitude has been collaborative
			He she proposes ideas for the invitation letter
			The redaction of the invitation letter is correct
			During the party his/her behavior has been empathetic with all people
6	Collect the evidences and Prepare the portfolio	P6: Portfolio	The general organization of portfolio is adequate
			The collection of evidence at least

		collects all products (P1, P2,P3;P4 and P5)
		It contains a self-evaluation of the work that e/she has done
		It contains reports from teachers, parents, classmates…
		The presentation is creative and shows originality

3.2- Relationship between the evaluation criteria and the key competences

Evaluation criteria	KC1	KC2*	KC3	KC4	KC5	KC6	KC7	KC8
The list is balanced with different types of food			1					
The characteristic are pertinent			1					
His/her use of computer is skilful				1				
He/she shows autonomy at work							1	
The list is properly written	1							
The budget is properly calculated			1					
He /she shows collaborative attitude						1		
He/she fulfills his role in the group						1		
His/her attitude during the shopping has been correct						1		
The budget it has been respected			1					
The use of the time it has been accurate							1	
Dealing with store employees has been empathetic						1		
The presentation of "pintxo" is attractive								1
His/her use of camera and edition r is skilful				1				
They shows originality in the presentation of food								1

1. Communication in the mother tongue

2. Communication in foreign languages (*No in our case).

3. Mathematical competence and basic competences in science and technology

4. Digital competence

5. Learning to learn

6. Social and civic competences

7. Sense of initiative and entrepreneurship

8. Cultural awareness and expression

Each one has completed his/her role in the team						1		
His attitude has been collaborative						1		
He she proposes ideas for the invitation letter								1
The redaction of the invitation letter is correct	1							
During the party his/her behavior has been empathetic with all people						1		
The general organization of portfolio is adequate					1			
The collection of evidence at least collects all products (P1, P2,P3;P4 and P5)					1			
It contains a self-evaluation of the work that e/she has done					1			
It contains reports from teachers, parents, classmates,					1			
The presentation is creative and shows originality								1
More or less related with	2	0	4	2	4	7	2	4

4.- Final evaluation

JASO ikastola (school) and Zangoza ikastola (school): "Teklak erabiltzeko garaian…" (*Adequate use of ICT*) project.

4.1 Task/Expected product and evaluation criteria

	Task	Expected product	Evaluation criteria
1	Collecting information about four situation in which the use of ICT could be problematic: a) Internet , thief of time b) Joke or	Questionnaires for each student´s group: https://sites.google.com/site/longarproiektua9/b---lh-5-maila/bl-lh6_1/c---ikasleen-atala/d---jardueren-zerrenda/1-jarduera/1-kasua-internet-denbora-lapurra	The argumentation is adequate
			The ethic principles that they refer to are well grounded
			He/She shows an attitude proactive and tends to consensus

	something else c) Unknown friend d) Sharing pictures	P1: The students have to choice one case, discuss about it and fulfill the questionnaire	The use of ICT tools is skillful
2	Discussion in the classroom in which each team expose their conclusions about the studied cases	P2: Each student have to write a brief report with his/her own conclusions about the studied cases	His/her explanation has been clear and meaningful
			His/her conclusions are well grounded
			The report is pertinent and well organized
			His participation in the discussion has been active and reasonable.
3	Writing a theater script about the solution proposed to the studied case	P3: Each students group write a script	The script is well written and structured
			The redaction is correct
			He/she shows originality
			Each one has completed his/her role in the team
4	Performing and recording the written script done previously	P4: The performance is recorded: A video clip	The time of each part of the performance is well scheduled
			The use of ICT tools is skillful
			The acting of students is adequate: voice, body gesture …
			They show initiative and autonomy preparing the performance
5	Writing a guide with advices about the correct use of ICT	P5: The guide.	The guide contains advices that are meaningful
			The redaction is correct
			The advices are reasonable and realistic
			He/she shows a real attachment with his/her commitments
6	Presenting the written guide to teachers and parents	P6: The presentation is recorded.	He/she introduced themselves correctly
			The use of time it has been scheduled correctly
			His/her behavior during the

			presentation is empathetic
			They have used adequate tools in the presentation
7	Collect the evidences and Prepare the portfolio	P6: Portfolio	The general organization of portfolio is adequate
			The collection of evidences at least collects all products (P1, P2,P3;P4 P5, and P6)
			It contains a self-evaluation of the work that e/she has done
			It contains reports from teachers, parents, classmates…
			The presentation is creative and shows originality

4.2- Relationship between the evaluation criteria and the key competences.

Evaluation criteria	KC1	KC2*	KC3	KC4	KC5	KC6	KC7	KC8
The argumentation is adequate	1				1			
The ethic principles that they refer to are well grounded						1		
He/She shows a attitude proactive and tends to consensus							1	
The use of ICT tools is skillful				1				
His/her explanation has been clear and meaningful	1						1	
His/her conclusions are well grounded							1	
The report is pertinent and well organized	1		1					
His participation in the discussion has been active and reasonable.						1		
The script is well written and structured	1							1
The redaction is correct	1							
He/she shows originality							1	1
Each one has completed his/her role in the team						1		
The time of each part of the performance is well scheduled								
The use of ICT tools is skillful			1	1				
The acting of students is adequate: voice, body gesture, …	1							
They show initiative and autonomy preparing the performance							1	
The guide contains advices that are meaningful			1			1		
The redaction is correct	1							
The advices are reasonable and realistic						1		
He/she shows a real attachment with his/her							1	

1. Communication in the mother tongue

2. Communication in foreign languages (* No in our case)

3. Mathematical competence and basic competences in science and technology

4. Digital competence

5. Learning to learn

6. Social and civic competences

7. Sense of initiative and entrepreneurship

8. Cultural awareness and expression

commitments							
He/she introduced themselves correctly	1					1	
The use of time it has been scheduled correctly			1				
His/her behavior during the presentation is empathetic	1						
They have used adequate tools in the presentation				1			1
The general organization of portfolio is adequate					1		
The collection of evidence at least collects all products (P1, P2,P3;P4 and P5)					1		
It contains a self-evaluation of the work that e/she has done					1		
It contains reports from teachers, parents, classmates,					1		
The presentation is creative and shows originality							1
	9	0	4	4	7	6	6	4

5.- Observation sheets

5.1 JASO ikastola (school) and Zangoza ikastola (school): "Jasintxo festa" (*Food fair*) project

	Evaluation criteria	Observations made by the teacher
1	The list is balanced with different types of food	
2	The characteristic are pertinent	
3	His/her use of computer is skilful	
4	He/she shows autonomy at work	
5	The list is properly written	
6	The budget is properly calculated	
7	He /she shows collaborative attitude	
8	He/she fulfills his role in the group	
9	His/her attitude during the shopping has been correct	
10	The budget it has been respected	
	The use of the time it has been accurate	
11	Dealing with store employees has been empathetic	
12	The presentation of "pintxo" is attractive	
13	His/her use of camera and edition r is skilful	
14	They shows originality in the presentation of food	
15	Each one has completed his/her role in the team	
16	His attitude has been collaborative	
17	He she proposes ideas for the invitation letter	
18	The redaction of the invitation letter is correct	
19	During the party his/her behavior has been empathetic with all people	
20	The general organization of portfolio is adequate	
21	The collection of evidence at least collects all products (P1, P2,P3;P4 and P5)	
22	It contains a self-evaluation of the work that e/she has done	
23	It contains reports from teachers, parents, classmates,	

24	The presentation is creative and shows originality	

5.2 JASO ikastola (school) and Zangoza ikastola (school): "Teklak erabiltzeko garaian …" (*Adequate use of ICT*) project

	Evaluation criteria	Observations made bay teacher
1	The argumentation is adequate	
2	The ethic principles that they refer to are well grounded	
3	He/She shows a attitude proactive and tends to consensus	
4	The use of ICT tools is skillful	
5	His/her explanation has been clear and meaningful	
6	His/her conclusions are well grounded	
7	The report is pertinent and well organized	
8	His participation in the discussion has been active and reasonable.	
9	The script is well written and structured	
10	The redaction is correct	
	He/she shows originality	
11	Each one has completed his/her role in the team	
12	The time of each part of the performance is well scheduled	
13	The use of ICT tools is skillful	
14	The acting of students is adequate: voice, body gesture …	
15	They show initiative and autonomy preparing the performance	
16	The guide contains advices that are meaningful	
17	The redaction is correct	
18	The advices are reasonable and realistic	
19	He/she shows a real attachment with his/her commitments	
20	He/she introduced themselves correctly	
21	The use of time it has been scheduled correctly	
22	His/her behavior during the presentation is empathetic	
23	They have used adequate tools in the presentation	

24	The general organization of portfolio is adequate	
25	The collection of evidence at least collects all products (P1, P2,P3;P4 and P5)	
26	It contains a self-evaluation of the work that e/she has done	
27	It contains reports from teachers, parents, classmates,	
28	The presentation is creative and shows originality	