

Ocenjevalni obrazec
Nacionalni znak kakovosti eTwinning 2021

1. Pedagogical approaches		
<p>The teachers in the project have tried out a variety of pedagogical methods with their pupils to achieve their objectives during the project such as posing driving questions for the pupils, carrying out research and analysis, organising collaborative teamwork, allowing the pupils to choose the ways to find and display information, etc. Depending on the context and age/ability of pupils, etc. the situation should be such that the pupils are encouraged to become the main force in the project, creative, responsible, autonomous, and not merely be in the position of carrying out the ideas of the teacher.</p> <p><i>In the assessment of the project and the interpretation of this grid, circumstances such as age, context and educational needs of pupils must always be considered. The objectives set should be age appropriate and suitable for the age and ability of the pupils concerned.</i></p>		
1 a: Setting educational objectives		Score
1	Educational objectives are not set.	1
2	Educational objectives are set, and they are one of the following: specific, relevant, achievable, time bound, measurable.	2
3	Objectives are clear and they are two of the following: specific, relevant, achievable, time bound, measurable.	3
4	Objectives are clear and they are three of the following: specific, relevant, achievable, time bound, measurable.	4
5	Objectives are clear and they are four of the following: specific, relevant, achievable, time bound, measurable: Additionally, a clear evaluation process has been put in place.	5
Total		
1b: Pedagogical approaches and teaching proposals		Score
1	Pupils do not participate in the project.	1
2	The project is based on lecture-type lessons in which pupils have a mainly passive role . Pupils' autonomy and decision making are not envisaged . The decisions are made by teachers and the final products are very much influenced or created by teachers . Pupils make decisions for simple tasks e.g., voting to choose a logo , but this scarcely occurs, and it is not the result of debate or discussion involving pupils. The expected final products are very structured, and the teacher develops them .	2
3	The project is based on activities in which pupils have an active role . However, there is no variety in the methodology and techniques used . Pupils' autonomy and decision making are rarely envisaged . The decisions are made by teachers and the final products are very much influenced or created by teachers . Pupils make decisions or are involved in decision making for intermediate tasks e.g., comparing information , and it is the result of debate or discussion involving pupils. The expected final products are very structured, and the teacher develops them after discussion with the pupils .	3

4	<p>The project is based on a variety of activities, while appropriate methodology and techniques are used in order pupils to have an active role in their learning. Pupils' autonomy and decision making are envisaged throughout the whole project. The decisions are collaboratively made by teachers and pupils, and the final products are collaboratively created. Pupils make decisions or are involved in decision making for advanced tasks e.g., collaborate to achieve one or more product(s). The expected final products are very structured and are collaboratively developed by the teacher and the pupils.</p>	4
5	<p>The project is based on a series of interconnected activities, while appropriate methodology and techniques are used to promote pupils' autonomy and decision making for taking ownership of their learning. The decisions are collaboratively made by teachers and pupils, and the final products are created by pupils. Pupils make decisions or are involved in decision making for structural tasks e.g., project theme, work organisation and activities. The expected final products are very structured and are developed by pupils with the support of the teacher.</p>	5
	Total	

2 Curricular Integration

The project work is based on the school curriculum and syllabi. The main part of the project work performed by pupils is done during school time, the project is not based just on work done by the pupils at home. The project has clear strategic efforts to try to develop pupil competences as required in the various subjects. The project work is an integral part of the schoolwork in some subject/s. The [8 key competences](#) for Europe are: Literacy, Multilingualism, Numerical, scientific and engineering skills, Digital and technology-based competences, Interpersonal skills, and the ability to adopt new competences, Active citizenship, Entrepreneurship and Cultural awareness and expression.

In the assessment of the project and the interpretation of this grid, circumstances such as age, context and educational needs of the pupils must always be considered. In. 2c in particular the evaluation methods must be judged against their appropriateness for the pupils concerned.

2 a: Curricular integration in one or many subjects		Score
1	Neither the project description, nor the quality label application, nor any other document relates to the curricular integration of the project in one or more subjects.	1
2	Curricular objectives and contents are mentioned, but there is no clear connection between them and the project activities.	2
3	The project work and activities clearly deal with curricular objectives and contents, though the curriculum references might not be mentioned explicitly.	3
4	The project work and activities include curricular objectives and content. This is clearly described and in detail in the project description/ in the quality label application, or in any other document.	4
5	The project work and activities include curricular objectives and contents. This is clearly and thoroughly described in the project plan or other document. Additionally, the project is envisaged as a part of the official school or class planning. It is clear to what extent the curricular objectives have been achieved through the work of the project	5
Total		
2 b: Multidisciplinary approach		Score
1	Multidisciplinary elements do not appear in the project.	1
2	Some elements of a second subject/discipline are introduced but there are no clear objectives.	2
3	Multidisciplinary elements are introduced but they are not aligned with the project objectives- However, the multidisciplinary elements are not aligned with the project's objectives.	3
4	Multidisciplinary elements are introduced according to the objectives of the project.	4
5	The project involves different subjects at the same school. This multidisciplinary approach is reflected in the project contents and objectives in general as well as in the design of a number of activities. Final products relate to different fields of knowledge.	5

	Total	
2 c: Key Competences (Knowledge, Skills and Attitudes)		Score
1	Key competences are not mentioned or related to the project.	1
2	Key competences are mentioned, but there are no links between them and the rest of the project.	2
3	There is a link between some of the key competences and the general objectives of the project, but this is insufficiently described in relation to the contents and activities	3
4	There is a clear link between key competences and skills, in the objectives, contents, and activities of the project. This link is described in detail.	4
5	There is a clear link between key competences and skills, in the objectives, contents, and activities of the project. This link is described in detail, and evaluation criteria are established in order to measure the development of these competences.	5
	Total	

3. Collaboration between partner schools

Collaborative activities go beyond communication: the partner teachers and pupils are not just recipients of information; they are team members, co-authors and co-creators. Collaboration means that both classes need the contribution of their partner class to complete the activity. Some examples of collaborative final products are: a newspaper, a report, a collaborative summary of all the subjects worked on during the project, a collection of letters written on a given theme, a cookbook, a collection of poems, a fictional work (mystery novel, fairy tale, cartoon, movie...), etc. This list is not exhaustive as there can be many more examples. Mixed - nationality teams are a very effective best practice for collaborative work (small group from one class + small group from another class = mixed - nationality team).

In the assessment of the project and the interpretation of this grid, circumstances such as age, context and educational needs of the pupils must always be considered. **Minimum score of 3 is needed in 3b. In relation to 3a & 3b, the degree of mediation by teachers must be appropriate to the age and abilities of the pupils and suitable for promoting pupils' collaboration even among the youngest age group. This can be done by video communication between classes where they chat about objects or where they choose aspects of each other's' work to be included in the final outcomes.**

3 a: Strategies for coordination among teachers		Score
1	The teacher takes no part in coordination beyond agreeing with the project description. There is no published work plan or other evidence of coordination.	1
2	There are occasional teacher posts in the project diary, forum, or other spaces, but there is no interaction among them. There is no published work plan or other evidence of coordination.	2
3	There are occasional teacher posts in the project diary, forum, or other spaces. There is interaction among teachers, but it doesn't have any particular relevance for the implementation of the project. There is published work plan or other evidence of coordination.	3
4	The teachers use shared spaces to comment on the development of the project (finishing assignments, receiving materials, etc.), but there is not an explicit detailed published work plan or detailed evidence of coordination (e.g., in the shape of a calendar or similar that includes, when applicable, task allocation). The roles or responsibilities of each teacher are clearly outlined but cannot be followed in the work of the project). (Reference to be made in Presentation as how best to do this).	4
5	The teachers use shared spaces to comment on the development of the project (finishing assignments, receiving materials, etc.). There is an agreed and detailed work plan or other detailed evidence of coordination (e.g., in the shape of a calendar or similar that includes, when applicable, task allocation) that is shared on a common space. There is evidence that the teacher actively uses this plan for the development of the project. The roles or responsibilities of each teacher are clearly outlined and may be followed in the work of the project).	5
Total		
3 b: Strategies for online collaboration among pupils (NB. minimum score of 3 required to obtain the QL)		Score
1	No collaborative activities are envisaged in the objectives of the project. There is no communication or interaction among pupils. Collaboration and other interactive activities may have taken place at own class level among pupils, but not with partner schools. (with teacher assistance).	1

2	Collaborative activities are organised in parallel in accordance with the objectives of the project. The pupils' productions are available for all the others to view but there are no interactive activities between groups of pupils from different schools.	2
3	Collaborative activities are organised in accordance with the objectives of the project and the pupils' productions are available for all the others to view. There are interactive activities among pupils from different schools (chats, videoconferences, forum threads...), with some feedback (or teacher mediated feedback) on the process and outputs. The degree of mediation by teachers is appropriate to the age and abilities of the pupils and suitable for promoting pupils' collaboration.	3
4	Pupils or groups from different schools, work on a common product, but they do it in a sequential or independent way; the tasks are clearly allocated by country/partner school. There has been interactive activity in the discussion forum and agreement on the content, format, and presentation of the work. The degree of mediation by teachers is appropriate to the age and abilities of the pupils and suitable for promoting pupils' collaboration.	4
5	The majority of the activities are organised collaboratively so that pupils of different schools/nationalities interact with debate, discussion and compromising, working towards achieving a common goal. The degree of mediation by teachers is appropriate to the age and abilities of the pupils and suitable for promoting pupils' collaboration.	5
	Total	
3 c: Creating common products		Score
1	There is no connection between the products created in the different schools.	1
2	School productions are carried out independently from each other. Notwithstanding, they are connected in terms of form and contents. If there are differences, they are not explained in the project plan.	2
3	School productions are carried out independently from each other. Notwithstanding, they are connected in terms of form and contents. If there are differences, they are explained in the project plan. The degree of mediation by teachers is appropriate to the age and abilities of the pupils and suitable for promoting pupils' collaboration.	3
4	Some products show a certain degree of coordination between groups in different schools; for instance, a piece of information produced in a certain school is used to develop another school's product or activity, or the products of different schools are complementary. Even though they are separate units, the final products of the same activity show coherence. The degree of mediation by teachers is appropriate to the age and abilities of the pupils and suitable for promoting pupils' collaboration.	4
5	The majority of products are the result of contributions made by groups or individual pupils from different schools. One school's productions are integrated in the work of another school where they are used as a means to complete the partner's tasks (such as the "travelling book") or for processing the received information. By doing so, no group or pupil can be considered as the sole author of the productions. The degree of mediation by teachers is appropriate to the age and abilities of the pupils and suitable for promoting pupils' collaboration.	5
	Total	

4. The use of ICT		
<p>Technology can give an added value to the project. ICT tools should be used in such a way that they ensure the success of the pedagogical objectives of the project and show a responsible use of technology. This criterion focuses the good adaptation of technology as a facilitator of authentic interaction and collaboration between the project partners, as well as of the creation of content. The integration of ICT tools offers opportunities to build both digital skills and digital citizenship competencies. All issues related to privacy and security are taken into account, and the partners use copyright-free material and resources.</p> <p><i>In the assessment of the project and the interpretation of this grid, circumstances such as age, context and educational needs of the pupils must always be considered. In work with the young age groups/special needs pupils, the teacher plays the main role in guiding the use of these tools by the pupils.</i></p>		
4 a: The choice and use of ICT (all digital technological tools) (NB. minimum score of 3 required to obtain the QL)		Score
1	ICT is used in the project, but mainly by the teachers.	1
2	Teachers help pupils to use age/ability-appropriate ICT tools to learn and practice basic skills, but the use of ICT does not support the pedagogical objectives of the project.	2
3	Teachers help pupils to use age /ability -appropriate ICT tools to learn and practice basic skills. Additionally, the use of ICT supports the pedagogical objectives of the project.	3
4	Teachers help pupils to use age/ability -appropriate ICT tools to learn and practise basic skills. The degree of mediation by teachers is appropriate to the age/ability of the pupils and suitable for the specific activities in the attainment of the pedagogical project objectives. Additionally, one of the following circumstances is present: <ul style="list-style-type: none"> a) There is a noticeable creative use of tools. b) Alternative tools are used for the same product. c) Pupils are involved in proposing and choosing the tools. d) Pupils are provided with tutorials and guides in order to help them get to know the tools and become more independent when using them (pupils use tools autonomously). 	4
5	Pupils have used age/ability -appropriate ICT tools to support the pedagogical project objectives and have actively participated in the construction of a digital product with an adequate degree of mediation by teachers. Additionally, two or more of the following circumstances are present: <ul style="list-style-type: none"> a) There is a noticeable creative use of tools. b) Alternative tools are used for the same product. c) Pupils are involved in proposing and choosing the tools. d) Pupils are provided with tutorials and guides in order to help them get to know the tools and become more independent when using them (pupils use tools autonomously). 	5
Total		
4 b: TwinSpace management		Score
1	The TwinSpace is not used by the teachers that would enable member management, communication, and publication.	1
2	The TwinSpace is used, but only teachers have access to it.	2

3	Pupils (with the adequate mediation of teachers) and teachers have access to the TwinSpace. The sections designed for communication, posting, storage, etc. are not used systematically and the development of the project cannot be followed.	3
4	All participants have access to the TwinSpace (with the adequate mediation of teachers). A systematic use of the different sections is noted and the way the TwinSpace is organised makes the project generally easy to follow.	4
5	All participants have access to the TwinSpace (with the adequate mediation of teachers). The sections are used efficiently, and they're organised in such a way as to make the project very easy to follow; This allows the viewers to browse with ease through the different activities and results whenever they want to visit a specific section. In addition, there is a correct management of the different users: teachers, pupils, administrators, invitations to families, management, and expert teams, etc.	5
Total		
4 c: GDPR, copyright and eSafety issues (NB. minimum score of 2 required to obtain the QL)		Score
1	The project demonstrates that one of the following elements is present <ul style="list-style-type: none"> a) All behaviour adheres to the Core principles section of the eTwinning's Code of Conduct. b) c) All communication in the project between pupils is clear and transparent within the TwinSpace. The use of personal communication channels among pupils such as WhatsApp is avoided for the work of the project, particularly with pupils who are minors d) All the work environments used are safe and appropriate for children e) The materials used in the project (videos, images, music, texts, etc.) adhere to their copyright licenses and all sources are cited. 	1
2	The project demonstrates A, while 1 additional element is present. <ul style="list-style-type: none"> a) All behaviour adheres to the Core principles section of the eTwinning's Code of Conduct. b) Images of pupils and personal data when published, are treated in accordance with the eTwinning's Code of Conduct c) All communication in the project between pupils is clear and transparent within the TwinSpace. The use of personal communication channels among pupils such as WhatsApp is avoided for the work of the project, particularly with pupils who are minors d) All the work environments used are safe and appropriate for children e) The materials used in the project (videos, images, music, texts, etc.) adhere to their copyright licenses and all sources are cited. 	2
3	The project demonstrates A, while 2 additional elements are present. <ul style="list-style-type: none"> a) All behaviour adheres to the Core principles section of the eTwinning's Code of Conduct. b) Images of pupils and personal data when published, are treated in accordance with the eTwinning's Code of Conduct c) All communication in the project between pupils is clear and transparent within the TwinSpace. The use of personal communication channels among pupils such as WhatsApp is avoided for the work of the project, particularly with pupils who are minors d) All the work environments used are safe and appropriate for children e) The materials used in the project (videos, images, music, texts, etc.) adhere to their copyright licenses and all sources are cited. 	3
4	The project demonstrates A, and the 3 additional elements are present. <ul style="list-style-type: none"> a) All behaviour adheres to the Core principles section of the eTwinning's Code of Conduct. 	4

	<ul style="list-style-type: none"> b) Images of pupils and personal data when published, are treated in accordance with the eTwinning's Code of Conduct c) All communication in the project between pupils is clear and transparent within the TwinSpace. The use of personal communication channels among pupils such as WhatsApp is avoided for the work of the project, particularly with pupils who are minors d) All the work environments used are safe and appropriate for children e) The materials used in the project (videos, images, music, texts, etc.) adhere to their copyright licenses and all sources are cited. 	
5	<p>The project demonstrates A, and the 4 additional elements are present.</p> <ul style="list-style-type: none"> a) All behaviour adheres to the Core principles section of the eTwinning's Code of Conduct. b) Images of pupils and personal data when published, are treated in accordance with the eTwinning's Code of Conduct c) All communication in the project between pupils is clear and transparent within the TwinSpace. The use of personal communication channels among pupils such as WhatsApp is avoided for the work of the project, particularly with pupils who are minors d) All the work environments used are safe and appropriate for children e) The materials used in the project (videos, images, music, texts, etc.) adhere to their copyright licenses and all sources are cited. <p>In addition, clear and specific behaviour rules and standards are established for teachers and pupils and are accessible for all in the public space of TwinSpace. The license requirements concerning all the materials that were used are satisfied. Sources of copyright-free or free license materials may be offered, together with clear and specific instructions on how to use those materials.</p>	5
	Total	

5. Results and documentation

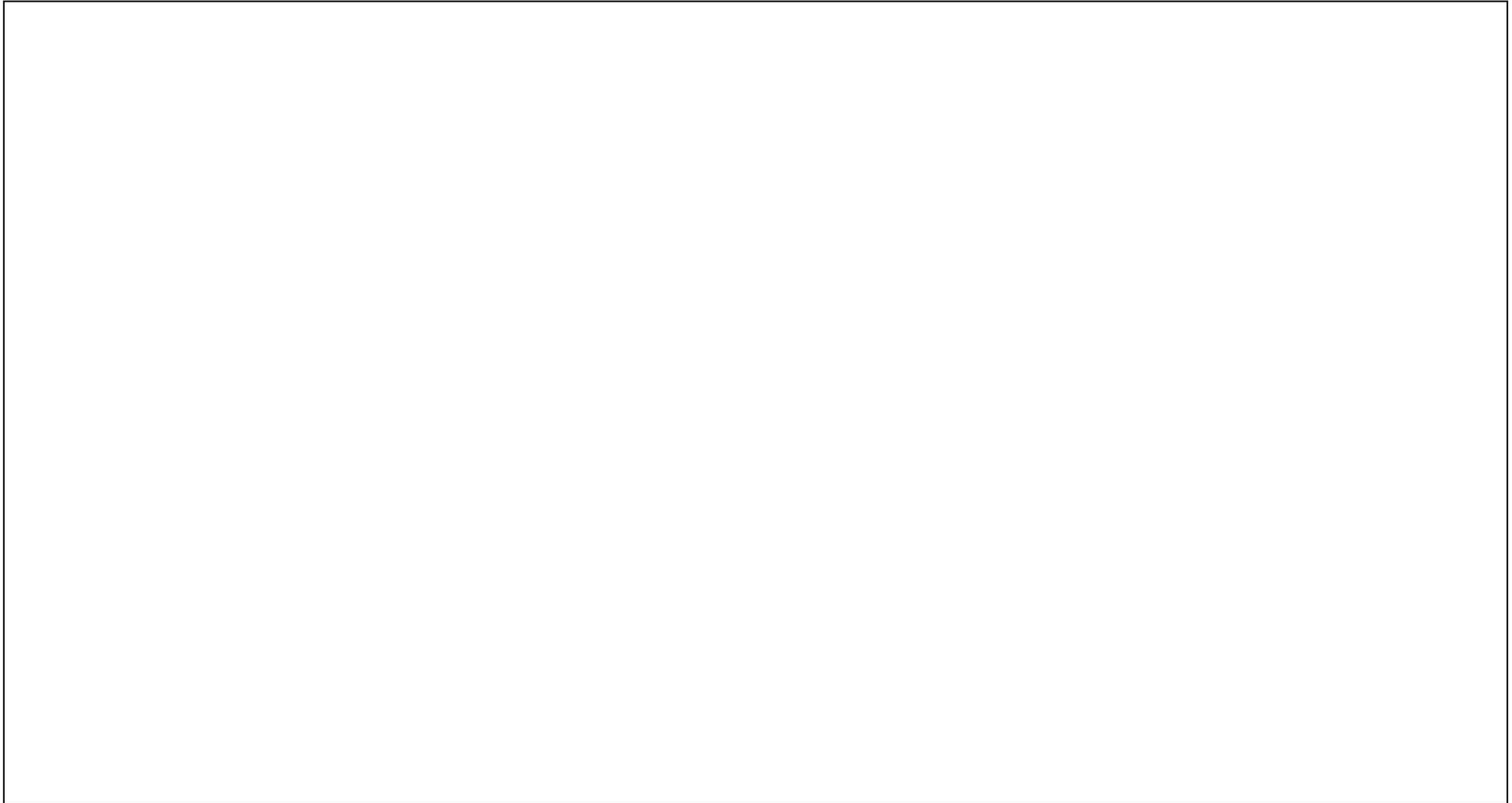
The results and impact of an eTwinning project should be documented so that evidence is given about the outcomes and organisation of the project. High quality projects excel in a complete and transparent overview of all the elements of the project, so that project partners as well as other people interested, can learn from it. The **documentation** involves both visible, tangible results. **Visible results include** · **Project Results** such as created products, both digital and non-digital · the **Activities and Involvement of pupils**, both in the classroom as online (TwinSpace) · **Project documentation** (planning, evaluation & reflection, feedback etc.)

In the assessment of the project and the interpretation of this grid, circumstances such as age, context and educational needs of the pupils must always be considered. Evaluation. In evaluation of the project, there must be some analysis or interpretation by the teacher/s concerned. Cutting and pasting survey results directly is not sufficient to achieve a 4 or 5 in 5b).

5 a: Achievement of the set objectives, activities, and outputs		Score
1	The project was designed in such a way that it could allow the participants to attain the set objectives; however, the outputs and activities do not relate to set objectives, due to shortcomings in the implementation and execution of the project.	1
2	The project was designed in such a way that it could allow the participants to attain the set objectives; Less than half of the outputs and activities do relate to the set objectives.	2
3	The project was designed in such a way that it could allow the participants to attain the set objectives; At least half of the outputs and activities do relate to the set objectives.	3
4	The project was designed in such a way that it could allow the participants to attain the set objectives; More than half of the outputs and activities do relate to the set objectives.	4
5	The project was designed in such a way that it could allow the participants to attain the set objectives. All outputs and activities relate to the set objectives. The degree of achievement of each of the objectives and final products is very well documented and explained in a structured manner.	5
Total		
5 b: Project evaluation (cutting and pasting survey results is not evaluation)		Score
1	No type of evaluation is carried out.	1
2	Project evaluation for teachers or for pupils is provided, or there is a description of an evaluation plan, but the results are not visible .	2
3	Project evaluation for teachers or for pupils is provided, or there is a description of a joint evaluation plan, but the results are visible but not analysed .	3
4	Project evaluation for teachers and pupils is provided, or there is a description of a joint evaluation plan. The results are visible and have been analysed .	4
5	Project evaluation for teachers and pupils is provided, or there is a description of a joint evaluation plan. There is clear evidence of staged evaluation throughout the project. An analysis and reflection on the evaluation results is provided.	5
Total		

5 c: Dissemination		Score
1	The teachers and pupils are the only ones aware of the fact that they are involved in the project.	1
2	Teachers and pupils are aware of their involvement in the project. Some of the project's productions such as posters, charts, letters, etc. are displayed in the classroom. It is clearly pointed out that they are the results of an eTwinning project, but no effort was made to inform the rest of the educational community about it (in times of school closure, the information may be displayed in any suitable virtual or online setting).	2
3	In addition to the classroom display, one of the following circumstances is present: <ul style="list-style-type: none"> a) Information on the project is provided during faculty meetings, department meetings, or similar. It is clearly pointed out that they are the results of an eTwinning project. b) Some project productions are displayed in common school areas and they are presented as the results of an eTwinning project. c) Pupils' parents/families are informed about the contents of the project through TwinSpace or other means. d) 	3
4	In addition to the classroom display, at least two of the following circumstances is present: <ul style="list-style-type: none"> a) Information on the project is provided during faculty meetings, department meetings, or similar. It is clearly pointed out that they are the results of an eTwinning project. b) Some project productions are displayed in common school areas and they are presented as the results of an eTwinning project. c) Pupils' parents/families are informed about the contents of the project through TwinSpace or other means. <p>The materials made public give an accurate overview on the project development. It is clearly pointed out that they are the results of an eTwinning project.</p>	4
5	In addition to the classroom display, at least two of the following circumstances is present: <ul style="list-style-type: none"> a) Information on the project is provided during faculty meetings, department meetings, or similar. It is clearly pointed out that they are the results of an eTwinning project. b) Some project productions are displayed in common school areas and they are presented as the results of an eTwinning project. c) Pupils' parents/families are informed about the contents of the project through TwinSpace or other means. <p>AND the dissemination goes beyond the school environment and always makes it clear that the project is an eTwinning Project. This further dissemination includes at least one of the following:</p> <ul style="list-style-type: none"> a) media appearances either in print, audio, or video b) using the project as part of training activities for teachers from other schools, c) presenting their project work in other events/applying for other awards, d) raising awareness within any local institutions involved in the project <p>The materials made public give an accurate overview on the project development. It is clearly pointed out that they are the results of an eTwinning project.</p>	5
Total		

Overall comment: please, describe project' strength points and fields of improvement. (max 300 words)

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