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| **ORAL DEFENSE OF PROJECT** | **EVALUATION** | **GROUPS** |
| **ITEMS** | **EXCELLENT (4p)** | **CORRECT (3p)** | **ADEQUATE (2p)** | **INCORRECT (1p)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **Clarity** | The exhibition has been made clearly and everything explained is perfectly understood | The exposition has been done quite clearly but the explanation could improve | The exhibition has been quite clear, although there has been some aspect that has not been well understood. | It was not understood what they wanted to explain or it was not explained correctly. |  |  |  |  |  |  |  |  |  |  |
| **Order** | A correct order has been followed: presentation, development and conclusions | A fairly logical order has been followed although sometimes it was easy to get lost. | The explanation has not been completely ordered. I could have had a more logical order. | The explanation has not followed the logical structure and there is a lack of preparation and coordination. |  |  |  |  |  |  |  |  |  |  |
| **Posture and eye contact** | He/she establishes good eye contact with the audience and maintains attention. | He/she makes eye contact with the audience | She/he sometimes makes eye contact with the audience | They do not look at classmates during the presentation |  |  |  |  |  |  |  |  |  |  |
| **Time** | The presentation has been adjusted very well to the preset time (10’) | The presentation has been quite adjusted to the preset time (9 'or 13') | It has exceeded or lacks some time but not in excess (8'-17') | It has ended very soon or has used much more time than expected (do not end or exceed) (7'-20 ') |  |  |  |  |  |  |  |  |  |  |
| **FINAL SCORE** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**ASSESSMENT OF PROJECT/INSTRUCTIONAL MODULE**

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| **ELEMENTS OF THE TEACHING UNIT** | **ASSESSMENT** | **GROUPS** |
| **ITEMS** | **EXCELLENT (4 P)** | **CORRECT (3P)** | **ADEQUATE (2P)** | **INCORRECT (1P)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **Title, level (course), duration (number of weeks and hours), regarding the current PE curriculum in natural sciences.** | The title is motivating and original and the information provided is clear and complete. | The title is original and the information provided is adequate | The title is quite attractive and most data are communicated | The title is not very suggestive and data are missing |  |  |  |  |  |  |  |  |  |  |
| **Context** | The context of the students in the selected area/school is very well documented | The context of the students in the selected area/school is well documented | The context has been explained in a proper manner but some information is lacking | The context has not been considered in a proper manner. |  |  |  |  |  |  |  |  |  |  |
| **Didactic objectives (general of the project and specific)** | The general objectives of the project and the specific ones are accurately formulated and correspond to the competences worked | The general and specific objectives are formulated with some laxity but correspond to the competences acquired | The general and specific objectives have some inaccuracy and do not exactly correspond with the competences. | The general and specific objectives are improperly formulated and the competences are not well explained. |  |  |  |  |  |  |  |  |  |  |
| **Learning situation: Activity Summary** | The learning situation covers activities which follow logic and coherent progression, are original, provide richness and variety of resources, frequently favor the creativity and participation of students. They are correctly sequenced. | The learning situation covers activities which follow a coherent and logical progression, are original, but do not provide richness and variety of resources, and creativity and participation of students are not always favored. They follow a good sequencing logic. | The learning situation has not been properly explained and the activities covered are well designed, use habitual resources, allow creativity and occasionally the participation of students. They are not perfectly sequenced but follow some logic. | The learning situation has not been properly explained and the activities are not very original, scarce resources and no variety, do not encourage creativity and do not encourage student participation. They do not follow a correct sequencing logic. |  |  |  |  |  |  |  |  |  |  |
| **Original teaching product** | The project contains an original and very adequate teaching product which is coherently used in the learning situation | The project contains an original teaching product which is used in the learning situation in an appropriate manner | The project contains an original teaching product but its coherency or use in the learning situation could improve. | The project does not contain an original teaching product. |  |  |  |  |  |  |  |  |  |  |
| **Micro-Videos of 1 min for each activity** | The activities are perfectly explained and can be easily understood | The activities are correctly explained and can be understood but some doubts may arise | The activities have been explained but some misunderstandings have arisen | The activities have not been explained at all |  |  |  |  |  |  |  |  |  |  |
| **Assessment of the teaching-learning process**  | The instruments, moments and agents of evaluation, coevaluation and/or hetero evaluation are clearly explained and perfectly designed | The instruments, moments and agents of evaluation, coevaluation and/or heteroevaluation are explained quite clearly and are designed properly | The instruments, moments and agents of evaluation, co-evaluation and/or hetero evaluation are referred to with some clarity, but can improve their design | The instruments, moments and agents of evaluation, coevaluation and hetero evaluation are confused and not well designed |  |  |  |  |  |  |  |  |  |  |
| **\*Contact a school near the natural protected area** | The group has been very active and have contacted with a school near the natural protected area and have established a relationship and feedback for sending their teaching material and which they share in their project. | The group has made some contacts with a school near the natural protected area and have shared some information which they show in their project. | The group has tried to contact a school near the natural protected area and are waiting for some type of answer. | The group has not even tried to contact a school near the natural protected area. |  |  |  |  |  |  |  |  |  |  |
| **\*Design of Tree of Knowledge/ Vee diagram** | The students have designed a very good Tree of knowledge/ Vee diagram which represents the whole project in a visual manner | The students have designed a correct Tree of knowledge/ Vee diagram but there are some aspects which could improve | The students have tried to design a Tree of knowledge/ Vee diagram but there are some aspects missing or not well understood | The students have not designed a Tree of Knowledge/ Vee diagram |  |  |  |  |  |  |  |  |  |  |
| **FINAL REFLECTION** | References are used and the reflection is very constructive and coherent.  | Some references are used, and the reflection is somewhat constructive, but not too elaborated | References are scarcely used, and the reflection can improve | No references are used and the ideas that are extracted are scarcely reflective |  |  |  |  |  |  |  |  |  |  |
| **FINAL SCORE** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

\*The design of the Tree of Knowledge and contacting a school is voluntary but it will be positively valuable to the final mark of the project (2 points/tree and 2 points/contact school and 0 points for the ones who do not make them)