

Name:

Class:

Assessment criteria

10 – Excellent
8-9 – Very good
6-7 – Good
5 – Adequate
1-4 – Needs improvement

Total competence mark






140-150 – Excellent
120-139 – Very good
85-119 – Good
61-84 – Adequate
0-60 – Needs improvement

Indicators for evaluating the Key Competences	Mark	Total competence mark	Observations
Linguistic communication			
Understands and uses vocabulary for making a board game	/10		
Understands and uses language for suggestions	/10		
Successfully prepares a board game	/10		
Successfully plays the board game as part of a group	/10		
Social and civic competences			
Participates in group activity to make a board game	/10		
Collaborates with others in a group in project activities, and develops ideas together	/10		
Works collaboratively in a group on the project to create a board game	/10		
Digital competence			
Uses the internet to research different board games	/10		
Learn to learn			
Reflects on their work by completing the self-evaluation chart in the Activity Book	/10		
Demonstrates a positive attitude to learning by trying their best	/10		
Sense of initiative and entrepreneurship			
Works with the group to divide up the tasks required to make a board game	/10		
Volunteers answers to questions	/10		
Cultural awareness and expression			
Expresses themselves creatively by making the board game	/10		
Mathematical competence and basic competences in science and technology			
Demonstrates an understanding of numbers and counting	/10		
Understands how to design and decorate a board game	/10		
Total mark		/150	

Learning standards and Assessment criteria mapping

Project 1: A board game

This project fulfils the following **Learning standards** and related **Assessment criteria** across the **Key Competences** indicated below.

	Learning standards	Assessment criteria
	Comprehension of Oral Texts	
	Understands the main points of short, simple and well-structured discussions through playing the board game	Identifies gist and the main points in very short and simple oral texts Knows and applies basic strategies in order to understand gist, key information or main points
	Production of Oral Texts	
	Participates in social conversations through making and playing the board game	Knows and applies basic strategies in order to produce short and simple monologues and dialogues
	Participates in everyday exchanges through making suggestions in group work	Participates using simple language in short conversations about immediate needs or familiar topics Knows how to use basic syntactic structures in oral communications
		Pronunciation is generally understandable
	Comprehension of Written Texts	
	Understands instructions and basic information of a board game through successfully following the stages of the project	Knows and applies basic strategies in order to understand gist, key information or main points
	Production of Written Texts	
	(Optional activity) Writes numbers as words to complete a pattern	Applies basic graphemes and written symbols to write words or short sentences