

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
<b>Competence in linguistic communication</b>				
Understands and uses vocabulary for different animals		/10		
Understands and uses language for suggestions		/10		
Successfully prepares an animal poster		/10		
Successfully presents the project as part of a group		/10		
<b>Social and civic competences</b>				
Participates in group activity to have a discussion about animals		/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 an amazing animals poster		/10		
<b>Learn to learn</b>				
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		
<b>Digital competence</b>				
Uses the internet to research different animals		/10		
<b>Sense of initiative and entrepreneurship</b>				
Works with the group to divide up the tasks required to make an amazing animals poster		/10		
Volunteers answers to questions		/10		
<b>Cultural awareness and expression</b>				
Expresses themselves creatively by making the amazing animals poster		/10		
<b>Mathematical competence and basic competences in science and technology</b>				
Demonstrates an understanding of animal habitats on a farm and in the wild		/10		
Understands how to collect information about favourite animals through a class survey		/10		
<b>Total Mark</b>			<b>/150</b>	

# Learning Standards and Assessment criteria mapping

## Project 1: An amazing animals poster

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

	Learning standards	Assessment criteria
	<b>Comprehension of Oral Texts</b>	
	Understands the main points of short, simple and well-structured <b>presentation</b> through listening to group presentations about amazing animals	Identifies <b>gist</b> and the <b>main points</b> in very short and simple oral texts
Knows and applies <b>basic strategies</b> in order to understand gist, key information or main points		
	<b>Production of Oral Texts</b>	
	Participates in <b>social conversations</b> through discussing likes and dislikes about animals	Knows and applies <b>basic strategies</b> in order to produce short and simple monologues and dialogues
	Participates in <b>everyday exchanges</b> through making suggestions in group work	Participates using <b>simple language</b> in short conversations about immediate needs or familiar topics
	Makes brief, simple, previously prepared and rehearsed <b>presentations</b> on everyday topics or topics of interest through presenting an amazing animals poster to the class	Knows how to use basic <b>syntactic structures</b> in oral communications
<b>Pronunciation</b> is generally understandable		
	<b>Comprehension of Written Texts</b>	
	Understands <b>instructions</b> and <b>basic information</b> of notes, signs and posters through successfully following the stages of the project	Knows and applies <b>basic strategies</b> in order to understand gist, key information or main points of instructions
	Understands <b>key information</b> and locates specific information in simple informational materials through reading the posters presented by other groups	Identifies the topic at hand and understands the general <b>gist, main ideas</b> and <b>specific information</b> from very short and simple written texts
	<b>Production of Written Texts</b>	
	Composes short, simple, <b>information</b> -type texts when preparing a poster about amazing animals	Knows and applies <b>basic strategies</b> to produce simple written texts
		Fulfils the <b>communicative function(s)</b> of a written text
		Knows how to use basic <b>syntactic structures</b> in written texts
		Applies basic <b>graphemes</b> and written <b>symbols</b> to write words or short sentences