DEEDS Project
Modelling a European cross-curricular study programme for upper secondary schools

Intellectual Output 2

DEEDS

SET OF ASSESSMENT TOOLS

Contents

DEEDS

Introduction

The following document contains the results of the work of teachers and school administrators, carried out over a period of 10 months with the aim of providing reliable, appropriate, consistent, evidence-based assessment procedures for students involved in the mobility activities under DEEDS project. The final aim of IO2 is the acknowledgement by the teachers of the sending schools of the results achieved by their students in assessment procedures carried out by the teachers of the hosting schools during a long-term student mobility, on the basis of the curriculum shared among the schools.

As a first step towards this goal, teachers agreed that a global picture of all the procedures already in use for each school subject in the partner schools should be collected and analysed in a comparable form. To this purpose, a Template was developed at Liceo Moro in order to collect details about the typology, frequency, skills covered and criteria for evaluation for each recorded procedure. This step was then carried out individually by each teacher.

Next step consisted in comparing, discussing and identifying the procedures most suitable to the aims of the mobility experience, both in terms of 1) discrete, subject-related competences and skills to be achieved, and 2) long-term potential acquisition of soft skills and lifelong competences.

To better achieve this purpose, during the second training seminar in Madrid in March 2021 an academic input was delivered to the group of teachers by Professor Davide Capperucci from Florence University, in the form of a lecture on the issue of reality tasks (and relative rubrics for their assessment) followed by a group session oriented at planning such an activity for their own students. As a note, it is relevant to point out that this retroacted on the regular assessment procedures of some teachers too, making them more open to welcome new techniques in the definition of their assessment strategies.

In the course of new meetings online teachers agreed upon an eligible list of testing procedures to be applied during the exchange mobility phase, together with better defined rubrics to assess processes and results. The rubrics parallel levels reached in competences as described in the different school systems. Sections 2 and 3 were subsequently elaborated at Liceo Moro and discussed at Coordination Meetings in autumn 2022 and February 2023.

The whole set was finally tried out during the mobilities (January – March 2023), on a total number of 18 students in the three partner schools (3 at Folkunga, 4 at Scuola Italiana Madrid and 11 at Liceo Moro), showing a not particularly significative difference in application between those teachers in the Deeds group that had contributed to its ideation and teachers outside the group who had been assigned guest students anyway. A more relevant issue about applicability arose rather in Mathematics, where agreed topics and relative assessment were carried out with more difficulty and at standards of sharing lower than expected.

Partners submitted an evaluation questionnaire to the teachers and students in and outside the programme to measure the perception of validity and coherence of the assessment procedures applied.

Section 1:
content-related learning by subject
(The following grids are valid for the subjects covered by the common curriculum only)

ART HISTORY

EVALUATION CRITERIA FOR ART HISTORY:
• Background knowledge
• Ability to analyze and describe works of art
• Use of subject-specific language
• Ability to synthesize and re-elaborate: comparisons, links, contextualization

DESCRIPTOR	ASSESSMENT
Gaps in knowledge; fragmented and insufficient capacity for analysis, synthesis and re-elaboration.	5
Essential and partially acquired knowledge; sufficient analytical skills; the abilities of synthesis and re-elaboration of the contents are elementary.	6
Organic knowledge of matter in its fundamental features with a good capacity for analysis, synthesis and re-elaboration.	7
Organic knowledge of the subject, with very good skills of analysis, synthesis and re-elaboration, supported by a correct exposition.	8
Excellent knowledge of the subject; ability to analyse, synthesize and elaborate accurately.	9
Excellent knowledge of the subject; ability to analyze and autonomous synthesis, critical and personal re-elaboration of contents.	10

PROCESS RUBRIC

	Initial - 1 point	Base - 2 points	Intermediate - 3 points	Advanced - 4 points	TOTAL	Competence
Continuity	Engages inconsistently and with little interest, often resulting in delays in achieving learning objective	Undertakes with sufficient continuity and discrete interest, achieving the learning objective in a way that is not always punctual	Continuously engages showing interest in achieving almost all learning objectives on time	Undertakes with great continuity and interest in achieving all the learning objectives on time		BEHAVE IN A RESPONSIBLE WAY
Autonomy	The student found it difficult to organise their learning, was able to apply the necessary knowledge and skills only if helped by the teacher or a peer	The student was able to carry out the simpler parts of the task independently, showing that he/she possesses essential knowledge and skills and is able to apply fundamental rules and procedures	The student showed that he was able to act competently to face the reality task, demonstrating that he was able to use the knowledge and skills required	The student was able to act in a expert, conscious and original way in carrying out the tasks, showing a sure command in the use of the knowledge and skills requires		LEARN TO LEARN ACT AUTONOMOUSLY AND RESPONSIBLY SOLVE PROBLEMS IDENTIFY LINKS AN RELATIONS ACQUIRE AND INTERPRET INFORMATION
Cooperative spirit, participation in group activity	The student is not cooperative with the rest of the group, he is passive, he lets the other take care of the design	The student collaborate with the members of the group in a sometimes passive form. It seeks help rather than offering it, it tends to develop other people's ideas.	The student collaborates with other, helps them and in turn is helped in carrying out the assigned tasks. It stimulates the activity and brings suggestions and ideas for the project	The student collaborates with the other members of the group in an active way. It stimulates activity with significant suggestions for the project		COLLABORATE AND PARTICIPATE
TOTAL POINTS						

PRODUCT RUBRIC

	Initial - 1 point	Base - 2 points	Intermediate - 3 points	Advanced - 4 points	TOTAL	Competence
Correctness and consistency	The work has various imperfections and disordered and inconsistent structure	The elaborate produced turn out to be simple, essential and quite correct	The elaborate produces turns out to be well developed and largely correct	The elaborate produces turns out to be meaningful, correct and well structured		TO COMMUNICATE IDENTIFY LINKS AND RELATIONS AQUIRE AND INTERPRET INFORMATION
Accuracy, reworking, creativity, in-depth analysis	The product is approximate and not thorough. It is not original, is largely or completely copied, has a low degree of reworking.	The product is treated only in some parts, it is not entirely original and has a sufficient degree of in-depth analysis and re-elaboration	The product is mostly accurate and detailed, the information and content sought have been reworked and enriched.	The product is well-finished, demonstrates originality and creativity, the information and content sought are thoroughly analysed and re-elaborated in a critical way.		TO DESIGN COLLABORATE AND PARTICIPATE
Quality of oral presentations	Some contents appears not very clearly expressed. The student is not confident in the use of the specific vocabulary of the subject.	The contents are correct, even if the vocabulary used is simple and knowledge is not always expressed with confidence.	The knowledge is expressed in an organic way and supported by a correct exposition that makes use of an adequate use of the specific vocabulary	The exposition is clear, exhaustive and incisive, demonstrates an excellent knowledge of the contenbts treated, supported by a rich lexicon		TO COMMUNICATE
TOTAL POINTS						

ENGLISH

PROCEDURE (Written/Oral)	PARAMETERS	SKILLS INVOLVED
Language tests (including listening) W+O	Accuracy in use and/or comprehension of lang: vocabulary, grammar & syntax	Basic problem solving Basic logical skills Comprehension of written / spoken English
PowerPoint Presentation W+O	Personal use of lang + Content	Search relevant info from different databases Acquire & organize notions & opinions in a digital text Critical/personal thinking Public Speaking
Open Questions/Essay W	Personal use of lang + Content	Acquire & organize notions & opinions in Writing Logical skills Critical/personal thinking
Group Work W+O	Use of lang + Content + Teamwork	Organize, carry out & share various tasks Organize & express notions & opinions to peers Writing/Speaking
Individual or Group speaking interaction O	Use of lang + Content	Organize notions & opinions Speaking

Rubric for English
(for the assessment procedures that do not involve accurate scoring of discrete items)

A - 10	Material is relevant, fully processed, with many personal and/or cross-curricular references. Language (and pronunciation) is utterly correct, well-organized and fluent.
B - 9	Material is relevant, well processed, and personal. Language (and pronunciation) is correct, well-organized and fairly fluent.
C - 8	Material is relevant and fairly well processed. Language (and pronunciation) is fairly correct (with few mistakes) and well-organized but not very fluent.
D - 7	Material is relevant but rather basic or incomplete. Language (and pronunciation) contains mistakes, not so frequent or serious to compromise comprehension.

E – 6 (Pass)	Material is not always relevant, or incomplete. Language (and pronunciation) contains several mistakes, serious enough to compromise comprehension in one or two occasions.	
F – 5 (Fail)	Material is scarcely relevant, or seriously incomplete. Language (and pronunciation) contains several mistakes, serious enough to frequently compromise comprehension.	

HISTORY/PHILOSOPHY

PROCEDURE (Written/Oral)	PARAMETERS	SKILLS INVOLVED
Test (Multiple choice or short answer)	Knowledge of punctual information	Knowledge & comprehension
PowerPoint Presentation W+O	Use of specific language + Content	Search relevant info from different databases Acquire & organize notions & opinions in a digital text Critical/personal thinking Public Speaking
Open Questions W	Use of specific language + Content	Acquire & organize notions & opinions in Writing Logical skills Critical/personal thinking
Group Work W+O	Use of specific language + Content + Teamwork	Organize, carry out & share various tasks Organize & express notions & opinions to peers Writing/Speaking
Individual or Group speaking interaction O	Use of specific language + Content	Organize notions & opinions Speaking Critical/personal thinking

Criteria	F (1-5)	E (5,5)	D (6)	C (7)	B (8)	A (9-10)
Content knowledge & organization	Lack of contents	Basic contents acquired	Essential contents acquired & sufficiently organized	Contents acquired & organized	Contents acquired & well organized	Complete contents acquired, cogently and personally organized
Use of specific language	Not acquired	Few terms acquired and used	Acquired but not always properly used	Main terms acquired and properly used	Acquired and used	A wide range of specific vocabulary is well acquired and correctly used
Critical thinking*	Absent	Basic	Partially employed	Original but not grounded	Quite original and grounded	Original and sound/grounded
Analysis & synthesis (logical skills)	Absent	Basic	Partially employed	Sometimes present	Evident	Evident and well recognizable

More specifically and subject-related the last part of the common grid:

| Competence in searching for, selecting & interpreting source material

(This may also include digital skills) | Lack of certainty

(& of digital skills) | Some certainty & simple reflections

(basic digital skills) | Some certainty & partly grounded reflections

(partially acquired digital skills) | Some certainty & well - grounded reflections

(acquired digital skills) | With certainty, well-grounded & partly balanced reflections

(well-acquired digital skills) | With certainty and well-grounded & balanced reflections

(full range of digital skills easily used) |
|---|---|---|---|---|---|---|

MATHEMATICS

PROCEDURE	PARAMETERS	RESULT/ PROCESS	SKILLS INVOLVED	PERIODICITY
Multiple choice tests	number of correct answers	R	knowledge of the contents, strategy used	monthly
Use of graphic calculator and/or digital tools	number of correct answers related with the interpretation of the graph	R/P	ability in using digital tools, use of visual language	weekly
written tests with exercises	number of correct answers, procedures, communication	R/P	way to communicate an answer, knowledge of the contents	
written tests with problems	number of correct answers, procedures, communication		passage from natural to specific maths language, problem solving	

PHYSICAL EDUCATION

PROCEDURE (Written/Oral/Practical)	PARAMETERS	SKILLS INVOLVED
Theory tests W	Background knowledge of notions, rules, processes	Acquiring general information about sport, physical activity and other health-related topics. Basic problem solving
Observation of sensory-motor and coordination procedures. Observation of team skills (P)	Acquisition of coordinated motor schemes. Acquisition of cooperative team skills	Acquiring sensory-motor abilities in relation to sport practice and physical activities in general. Acquiring team awareness and cooperation skills

SCIENCE

PROCEDURE (Written/Oral)	PARAMETERS	RESULT/ PROCESS	SKILLS INVOLVED	PERIODICITY	WEIGHT OF THE GRADE FOR THE AVERAGE
Homework check W+O	Quality of execution	P	Apply knowledge and problem solving strategies	Monthly	20%
Oral test	Accuracy of content	R	Organize and expose notions	Once during the exchange	100%
Written test W	Accuracy of content	R	Organize and expose notions, solve problems	Once during the exchange	100%
Group Work W+O	Content + Teamwork	P	Organize & share various tasks, expose them orally, be responsible	Once during the exchange	50%

Final evaluation will result not in a grade but in a descriptive evaluation.

SPANISH

PROCEDURE (Written/Oral)	PARAMETERS	RESULT/ PROCESS	SKILLS INVOLVED	PERIODICITY	WEIGHT OF THE GRADE FOR THE AVERAGE
Vocabulary & grammar test W	Accuracy	R/P	Apply Morphology and Syntax	Monthly	10%
Homework check W+O	Quality of execution	P	Apply problem solving strategies	Daily	5%
Listening Comprehension W	Accuracy	R/P	Listen and understand	Twice a year	15%
PowerPoint Presentation W+O	Mastery in use of lang + Content: pertinence, cross-curricular	R/P	Organize and present info from different databases	Twice a year	7,5%
Open Questions W	Use of lang + Content	R	Synthesize notions & opinions in writing	Monthly	15%
Essay W	Mastery in use of lang + Content: (pertinent, cross-curricular)	R	Organize and expose notions & opinions in writing	Twice a year	15%
Group work W+O	Use of lang + Content + Teamwork	P	Organize and share various tasks	Once a year	5%
Individual or group spoken interaction O	Use of lang + Content	R/P	Synthesize notions & opinions in speaking	Two-monthly	7,5%
Culture					10%

Descriptors

A
(or 10)

The knowledge of the contents of the program carried out is very broad, rich and in-depth also with information of an extracurricular nature; moreover, it is supported by excellent critical and analysis and synthesis skills and by autonomy of judgment and is proposed with effective interdisciplinary connections and with brilliant skills on the expressive-expository level. Language and cultural skills are excellent

B
(or 9)

Knowledge of the contents of the program carried out is broad, rich and in-depth and is organized through excellent analysis and synthesis skills; the re-elaboration is also carried out through interdisciplinary connections and is proposed with autonomy of judgment and with excellent expressive-expository skills and linguistic and cultural skills of a higher degree.

C
(or 8)

Knowledge of the contents of the program carried out is organic, well articulated and correctly reworked both in oral and written terms, highlighting the ability to analyze and synthesize. all language skills and competences are used appropriately.

D
(or 7)

The knowledge of the contents of the program carried out is quite organic and articulated and is set up and organized correctly, with an autonomous and generally appropriate re-elaboration in the use of specific terminology both in oral and written terms. Language skills are generally used well.

E
(or 5/Spain system and 6/Italian system)

Knowledge of the contents of the program carried out is sufficiently acquired and is exposed in a fairly autonomous and correct way, with the use of almost always appropriate terminology. Language skills are generally sufficient

F
(or 4/Spain system and 5/Italian system)

Knowledge of the contents of the program carried out is incomplete, due to the presence of some gaps, expressed with sometimes inadequate terminology; the ability to set up and organize a logical reasoning on the requested topics are modest and not very autonomous; there are expository errors.

Section 2:
competences related to soft skills

We firmly believe that all experiences involving mobility of students towards other cultures, and their immersion in school systems and practices that are different from the ones they are familiar with, constitute invaluable opportunities to stimulate their most precious competences, and are therefore fertile ground for fostering skills like critical thinking, problem-solving, autonomy in learning-to-learn, civic participation, intercultural competence, multidisciplinary learning, social skills, digital skills, public speaking.

Assessment procedures of visiting students should pay respect to the complexity of the experience they are going through: an experience involving living in a new family and carrying out school activities entirely conducted in a foreign language, by new teachers, with new classmates. Teenage students with little or no experience abroad will have to adapt to new sets of rules, new codes of behaviour and new culturally-oriented values.

In relation to the Soft Skills, as to the Recommendation of the European Council of 2018, we believe that part of the data acquired in the application of the testing procedures listed above and mainly related to the fulfilment of disciplinary objectives should become eligible to measure the achievement of cross-curricular competences as well.

Teachers' assessment and feedback on the pertinence, accuracy and completeness of the background information related to subject topics are meant to foster students' higher awareness of their efficiency in the process of learning complex and highly-correlated notions and procedures. The use of these consolidated notions and procedures constitutes the basis for developing more effective strategies of problem solving, that may come to include cross-curricular elements. The competence of expression develops alongside, empowering mastery of the foreign/communicative language in a multicultural environment in which each student becomes an interpreter of their own culture.

Section 3:
the collection of results after mobility (example)

ASSESSMENT OF SOFT SKILLS FOR VISITING STUDENTS - ENGLISH

We ask you to fill just the boxes you have information for.

1= No   2= A little   4= Fairly   5= Very

NAME SURNAME		NOTES
Attends regularly (is punctual)	5	
Participates in activity	4	
Is autonomous	2	Needs help in identifying operative procedures
Works in team	5	
Solves problems	2	Finds difficult to work individually
Uses digital tools	4	
Speaks in public	5	
Adapts to differences	4	
Fits in class group	5	

ASSESSMENT OF SUBJECT-RELATED SKILLS FOR VISITING STUDENTS
We ask you to fill just the boxes you have information for.
Grades 1-10 (Italian system)

ENGLISH - STUDENT'S NAME SURNAME	
Knows & organises content	8
Uses accurate vocabulary, grammar & syntax	9
Uses critical thinking	8
Uses fluent language	9
Uses analysis & synthesis	7
Test 1 Writing test: describing life in different places. Language 60%.	7
Test 2 Speaking correctly/fully reporting group opinion (spokesperson)	10
Test 3 Shakespeare: 2 open questions, language 50%. (The Merchant of Venice: description of characters, modernity of the text)	9

Section 4:

SPECIFIC RULES FOR APPLYING THE TOOLS

It is necessary to adopt assessment procedures belonging to the student's baggage of existing experiences, on one side, and on the other to design and share assessment procedures that open the way to self-awareness and self-evaluation. Traditional procedures based on cognitive performance and results will therefore be reduced in favour of reality-oriented tasks, simulations and process-based project works, often to be carried out in groups. The student's level of interest, involvement and participation, hard work and progress will also be considered in the formulation of a final profile.

The typologies of subject-related assessment procedures listed above are common ground between partner schools, and should be intended as guidelines for adapting current school procedures to partnership needs, or a set of possibilities to choose from (toolkit).

It must be remembered that mobilities will be carried out under constant monitoring by tutors in the hosting and sending countries. Assessment procedures and their outcomes need to be shared before and after submission to students.

Section 5:

FINAL COMMENTS AND RECOMMENDATIONS

As students present at dissemination and evaluation meeting on May 2nd at Liceo Moro pointed out, mobilities of 8 weeks might be not sufficient to fully achieve the goals of immersivity and social reinterpretation of themselves in a new culture, with inevitable consequences on their school activities. Also, the roles and ranges of intervention of the Tutors should be better defined, with special attention to better prepared Soft-landing measures at the moment of the outgoing students' return.

On the other hand, some students and teachers highlighted a very different level of technical skills promoted by the different European systems (especially in science related subjects), which in Italy are prerequisites for the national test and for passing the admission tests to many universities. This could be an even more serious setback to overcome in the case of a longer stay.

DEEDS
Project

www.deedsproject.eu