

DIGITAL ASSESSMENT OF COMPETENCES: Tools and Practices

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ASSESS FOR WHAT?

Project @DiC



Learning of Assessment

Learning for Assessment

It aims to promote student learning and integrates the daily lives of students, teachers and peers, based on a process of interaction between these various actors.

It implies the interpretation of data that students and teachers use to assess in which moment of learning the students



are, where they need to be and how best to get there.

Its purpose is to measure the level of learning at a given moment (end of the year, semester or a stage).





It includes the collection, interpretation and recording of learning evidence, based on the defined goals.

Assessment for learning and learning of assessment: what relationships?

Relationships between formative assessment and summative assessment



(1) establishing a link between the formative and summative use of the evidence of assessment, with both the means and the assessment instruments used being similar;

	INFORMAL FORMATIVE ASSESSMENT	FORMAL FORMATIVE ASSESSMENT	INFORMAL SUMMATIVE ASSESSMENT	FORMAL SUMMATIVE ASSESSMENT
FOCUS 	What are the next steps in terms of learning?	What are the next steps in terms of learning?	What has been achieved?	What has been achieved?
GOAL 	Inform which are the next steps regarding learning	Inform which are the next steps regarding learning	Monitor progress	Obtain results
HOW TO OBTAIN evidence 	Bringing into usual work	Bringing into usual work	Bringing into usual work	Test or separate task
CRITERIA 	Referenced to the student and to criteria	Student and referenced to criteria	Criteria defined and referenced to the student	Referenced to criteria

(2) combining the formative and summative use of evidence, in which it is usual to use the evidence of a summative assessment for formative purposes; but the use of evidence from formative assessment for summative purposes is more uncertain.







Assessment, in its formative and summative aspects, can be projected as a continuum between the formative assessment – formal and informal and the summative assessment – formal and informal.

formative

summative



Adapted from Dolin, J., Black, P., Harlen, W. & Tiberghin, A. (2018). Exploring Relations Between Formative and Summative Assessment. In J. Dolin & Evans. R. (Ed.). Transforming Assessment (Vol. 4, p. 53-80). Cham, Switzerland: Springer International



 WHO EVALUATES	Student and teacher	Teacher and student	Teacher	Teacher or external examiner
 ACTION TAKEN	Feedback to students and teacher	Feedback to students and education plans	Feedback to students and elaboration of education plans	Report to the students and the tutor
 CHARACTERISTIC	Assessment for Learning	Assessment for Learning + Learning of assessment	Assessment of Learning + Assessment for Learning	Assessment of Learning
FEEDBACK EXAMPLES 	Verbal Feedback	Written Feedback	Information with, for example, Informal test or Quiz	Performance report

In formative assessment, the evidence is interpreted in relation to the objectives (referenced to criteria) and the progress of a student, considering the objectives of a given task or sequence of tasks. The following steps have to do with what the student has achieved and the knowledge that exists about the student's abilities (referenced to the student).

The importance of feedback

Characteristics of a good feedback	
 Intelligible	Written or said so that students understand
 Selective	Highlighting the most important issues to comment on




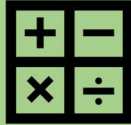



Feedback

Information that allows the student to confirm, add, rewrite, articulate or restructure information; these inputs may include knowledge of a certain area, metacognitive knowledge, beliefs about oneself, attitudes and cognitive tasks or strategies.

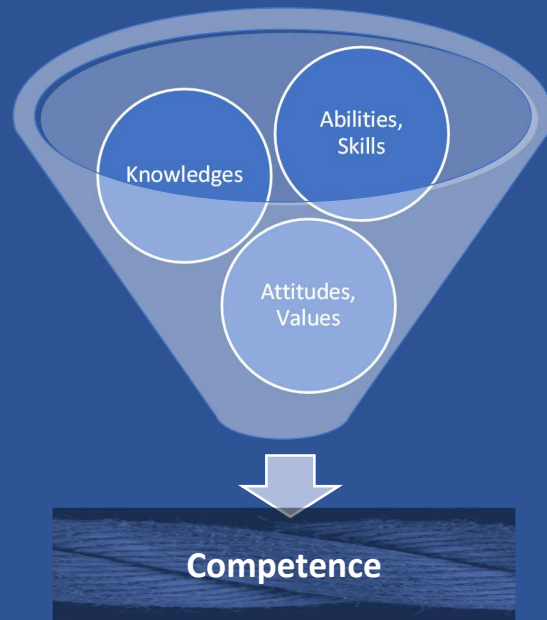
Evaluative Feedback
It is mainly based in a value judgment.

Descriptive Feedback
It focuses on the student's performance and the proposed task, specifying progress and indicating the way forward.



	Specific	Identifying parts of the work that are the subject of feedback
	Contextualizing	Referencing the assessment criteria
	Balanced	Emphasizing positive points and other that need to be improved
	Guiding	Providing clues to the students on how they can improve, the reanalysis of the answers, leading the student to identifying the error, instead of correcting it.
	Transferable	Focusing on self-regulatory procedures, abilities, and processes and not just content

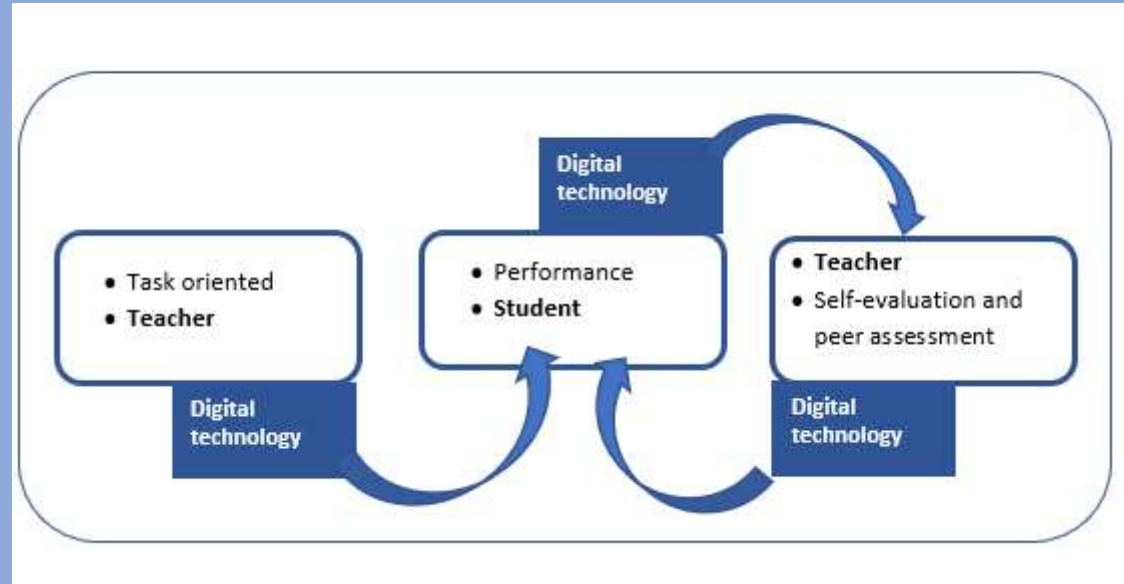
Competence



The competence:

- ❑ Allows to answer successfully to a personal and/or societal demand, or to perform an activity that demands the convergence of knowledge (implicit and/or explicit), abilities, skills, attitudes, emotions and values.
- ❑ Develops through action and interaction in educational and professional contexts, and demands more than just knowledge reproduction

Digital Assessment



Digital tool, Assessment tool and assessment means

Characteristics of the Assessment Tools

Definition	Examples
<p>Digital Tool</p> <p>Computer device:</p> <ul style="list-style-type: none"> i) integrated into a platform ii) located on the Web (external to platforms) iii) available as an app (associated or not with platforms) 	<p><i>Assignment</i> (in Google Classroom)</p> <p><i>Question</i> (in Google Classroom)</p> <p><i>Fórum</i> (in Moodle)</p> <p><i>Test</i> (in Moodle)</p> <p><i>Google sites</i> (https://sites.google.com/)</p> <p><i>Socrative</i> (https://socrative.com/)</p>
<p>Assessment tool</p> <p>Form of registration on the student's performance, within the scope of a skill, by explaining the respective assessment criteria</p>	<p>Rubric</p> <p>Classification/grading Scale</p> <p>Assessment Grid</p> <p>Semantic Differential</p> <p>Check List</p>
<p>Assessment means</p> <p>Concerning the way students demonstrate a certain performance</p>	<p>Test</p> <p>Essay</p> <p>Mindmap</p> <p>E-portfolio</p> <p>Blog</p> <p>Teamwork</p> <p>Report</p> <p>Oral presentation</p>



Dimensions	The different aspects that constitute the object of assessment
Criteria (or attributes)	Each of the items evaluated
Scale	Range of values to evaluate each criterion
Marking	Specific for each attribute
Description (just in the case of rubrics)	Performance exemplification

RUBRICS

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Refers to a matrix that states performance levels defined according to the criteria/dimensions of the student's work quality

RUBRIC

Holistic Rubric

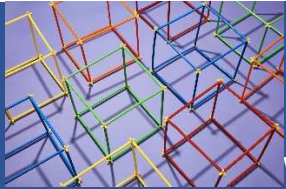


It focuses on overall performance and uses a single scale on which all the assessment criteria are grouped by levels of that referenced performance

Analytical Rubric



It focuses on the various specific criteria of student performance, to which a qualification/score is assigned







Why use rubrics?

- Guide the student about what is expected of him in an activity.
- Support the teacher in assessing student performance, considering a predefined set of criteria.
- Clarify standards and norms to be followed.
- Help students to have clear expectations about what is expected of their performance.
- Encourage reflective practice by students and teachers.
- Holistic rubrics save time by minimizing the number of decisions made by evaluators.
- Analytical rubrics help provide useful feedback on specific areas of performance, identifying strengths and weaknesses.

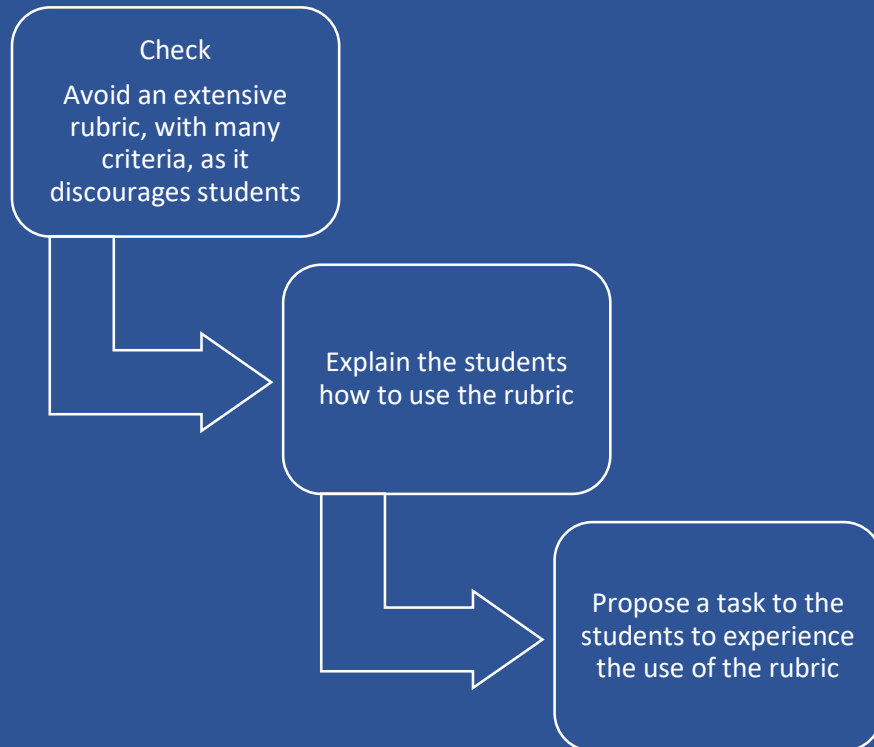
Build a rubric



<p>1</p> 	<p>Define the criteria that will guide the assessment of the student's performance in carrying out an activity, considering the competences in evaluation.</p>
<p>2</p> 	<p>Define the number of performance levels that will be described within each criterion.</p>
<p>3</p> 	<p>In each criterion, describe the performance expected for each level (descriptors) in as much detail as possible.</p>
<p>4</p> 	<p>In each criterion, check if the descriptors defined for each level are sufficiently different in order to be clear the differences between the different levels.</p>

An extensive rubric, with many criteria, makes it more difficult to define the descriptors and can make the assessment process more difficult.

Before applying a rubric



Example of an holistic rubric for assessing reflective thinking

LEVELS	DESCRIPTORS
Exemplary 4	It expresses an articulated judgment on a given subject/artifact, making clear its position which supports a set of convincing criteria and values.
Proficient 3	Expresses a clear position on a given subject/artifact supported by credible criteria, but there is no evident articulation between them and the position presented.
In progress 2	It expresses a relatively clear position on a given subject/artifact, but there is little evidence to support it, basing its justification on personal judgments.
Beginner 1	Presents a vague and confused position on a given subject/artifact, without problematization and based on personal opinions.

Example of an holistic rubric for critical thinking assessment

LEVELS	DESCRIPTORS
Exemplary 4	<ul style="list-style-type: none">Identifies the main idea /theme/problem under analysisDistinguishes between opinions and facts/dataIdentifies different points of view on an issue under analysisAnalyzes the basis for a statement/information based on the data and/or evidenceConsistently analyzes the arguments for and against a given perspective/alternativeMakes decisions after analyzing all its implications
Proficient 3	<ul style="list-style-type: none">Identifies the main idea /theme/problem under analysisDistinguishes between opinions and facts/dataIdentifies different points of view on an issue under analysisPunctually analyzes the basis for a statement/information based on the data and/or evidencePunctually analyzes arguments for and against a given perspective/alternativeMakes decisions after considering their implication
In progress 2	<ul style="list-style-type: none">Identifies the main idea /theme/problem under analysisDistinguishes between opinions and facts/dataIdentifies different points of view on an issue under analysisInconsistently analyzes the basis for a statement/information based on data and/or evidenceDoes not identify arguments for and against a perspective/alternativeMakes decisions without considering their implications
Beginner 1	<ul style="list-style-type: none">Identifies the main idea /theme/problem under analysisHas difficulty distinguishing between opinions and facts/dataHas difficulty identifying different points of view on an issue under analysisDoes not identify arguments for and against a given perspectiveIt does not analyze the substantiation of a statement/information based on the data and/or evidenceMakes decisions without considering their implications



Example of an analytical rubric for peer-assessment in group work

Criteria	Levels			
	Exemplary 4	Proficient 3	Emergent 2	Beginner 1
Cooperation	Carefully analyses the ideas of others. Shares useful ideas and resources. Encourages and supports colleagues. Respects previously agreed deadlines.	Pays attention to the ideas of others and shares ideas and resources. Encourages colleagues and, although he/she fulfils its obligation, not always respects the deadlines.	Punctually pays attention to the ideas of others and shares some ideas and resources. He/she depends on others to accomplish their part and has difficulty in meeting deadlines.	Punctually pays attention to the ideas of the colleagues. He/she rarely shares ideas and resources, totally depending on others to accomplish their part.
Participation	Interacts consistently, asks questions and makes new contributions.	Interacts and asks questions to others, contributing with some proposals.	Interacts with others, but not always properly. Make some useful proposals.	He/she has difficulty in interacting and considering other opinions. He/she does not make suggestions or, when it does, they are not suitable.
Focus on carrying out the activity/project	Identifies and discusses the goals of the activity/project. Proposes strategies for its execution. Analyses the result in detail considering the defined goals.	Identifies and discusses the goals of the activity/project. He/she cannot always decide on the best strategy. He/she analyses the result in a global way, without being attentive to details.	Identifies and discusses the goals of the activity/project to be executed and tries to discuss the implementation strategies presented by the colleagues. He/she does not analyse the result.	Identifies some of the goals of the activity/project but he/she does neither present nor discuss strategies for its execution.

ETHICS IN ASSESSMENT

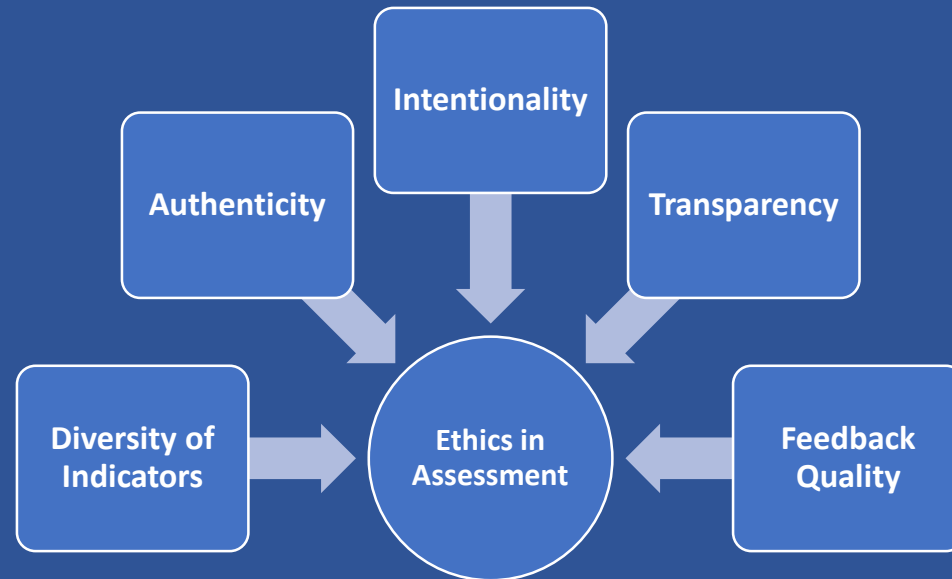
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ETHICS IN ASSESSMENT

Assessment is associated with an evaluative judgment that becomes particularly visible in the summative assessment, when the teacher makes the decision to assign a given grade, which will, in many cases, allow the transition or not of a school year.

Assessment is never an objective act, and the “objectivity” of numbers masks their intrinsic subjectivity. However, continuous assessment can mitigate the issue of subjectivity, if the evaluator asks himself how to evaluate and what to evaluate for.



INTENTIONALITY

The feature of intentionality in the assessment involves admitting the importance of regulation in the pedagogical act. The basic principle of a good assessment, of an ethical assessment, of a professional practice that respects its main value, is to ensure that learning occurs, before carrying out any function of selection or ranking of the assessed.

Therefore, the evaluator cannot be separated from the assessment act itself and ethics cannot be separated from assessment.



AUTHENTICITY

The assessment should consider activities and problems, interesting, educational and authentic, which relate to the real world and are recognized as significant by students, teachers and society. In addition to being appropriate for the assessment of competences, it helps to avoid the use of plagiarism, favored by routine tasks, whose resolutions are easily accessible and which do not call upon the student to think, research and construct his own response.



relationship.

If the feedback given to the student is restricted to a rating or to a vague or blaming comment, little or nothing will contribute to their learning.

On the other hand, feedback instead of value judgements, should point out clues that allow the student to understand where he failed, try to understand the genesis of the error, before pointing it out as a fault, valuing what is well done. In this way, the teacher promotes an ethical interpersonal relationship, based on trust, an essential aspect of the pedagogical

FEEDBACK QUALITY

TRANSPARENCY

Assessment occurs in a given context and presupposes a process of communication between teacher/student that aims at its clarification.

The definition and explanation of the criteria of how to evaluate contributes to equity in the assessment and helps the student in his process of self-evaluation and self-regulation, allowing him to become aware of its role and the work he has to do. It can also promote a greater student involvement, if he is implicated in the definition of the goals to be achieved and of the criteria to be considered.

A transparent learning environment gives students confidence in the teacher and in their peers, makes them feel safe to learn from their errors without concerning to much about the consequences.



DIVERSITY OF INDICATORS

The assessment of competences implies considering a variety of instruments, methods and strategies of assessment used in different contexts and at different times and if possible with the participation of different assessors, including the students themselves. The existence of multiple assessment indicators not only allows for a better adaptation to the nature of the competences being evaluated, but also to take into account different performance profiles of the students, providing the opportunity for everyone to highlight their competences in different ways and at different time.



PLAGIARISM



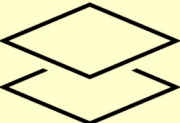
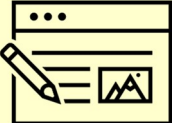
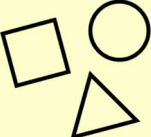


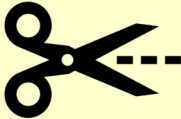
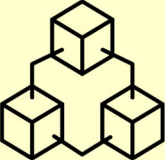

What is the meaning of plagiarism?

Plagiarism occurs when someone

- uses words, ideas, text and products of other people work or sources without mentioning the work or source from which it was obtained in a situation where there it exists the legitimate expectation of original authoring

Adapted from Teddi Fishman - "We know it when we see it" is not good enough: toward a standard definition of plagiarism that transcends theft, fraud, and copyright. 4th Asia Pacific Conference on Educational Integrity (4APCEI) 28–30 September 2009 University of Wollongong NSW Australia

Types of students' plagiarism

 <p>Literally copying someones' work</p>	 <p>Rewriting someones' work without quoting it</p>
 <p>Not mentioning the sources used</p>	 <p>Quoting the sources, but using the words and structure of the original work</p>
 <p>Mixing sources without quoting any of them</p>	 <p>Combining extracts from multiple sources without quoting them</p>
 <p>To combine quoted extracts with non-quoted extracts</p>	 <p>Incorrect or inexistent quotes</p>

Adapted from Teddi Fishman - "We know it when we see it" is not good enough: toward a standard definition of plagiarism that transcends theft, fraud, and copyright. 4th Asia Pacific Conference on Educational Integrity (4APCEI) 28–30 September 2009 University of Wollongong NSW Australia



What are the main reasons for using plagiarism?

Not all plagiarism is the same

Unintentional reasons for students to plagiarize

✓ Limited or incorrect understanding of what

plagiarism involves or means;

- ✓ Ignorance of the basic rules for the elaboration of a work, with regard to the rules of citation and referencing;
- ✓ Lack or insufficiency of skills to summarize, paraphrase, argue, critically analyze, manage time, deal with stress;
- ✓ Lack of the necessary skills to successfully complete the proposed work, without being aware of those limitations or, tough being aware, not wanting or being unable to ask for help;
- ✓ The existence of various kinds of pressure aiming to obtain high ratings;
- ✓ Feeling insecure about their writing skills.

Unintentional reasons for students to plagiarize

- ✓ Because they prefer to have less work or because it is easier;
- ✓ Because they are competitive;
- ✓ Because they are under pressure with the workload that is required;
- ✓ Because they cannot meet the deadlines.

Strategies to use to avoid plagiarism

- ✓ Define and disseminate an ethical code;
- ✓ Discuss the issue of plagiarism and intellectual property, clarifying students about the negative aspects of plagiarism practice;
- ✓ Teach students how to reference and quote the sources used according to the norms for bibliographic references;
- ✓ Teach students to analyze and evaluate the sources, because not all the resources available on the Internet have the same degree of trustworthiness;
- ✓ Teach students to paraphrase and summarize;
- ✓ Design authentic tasks that motivate and engage students;
- ✓ Propose tasks whose performance by students requires more than a simple reproduction of the collected information;
- ✓ Present the instructions to execute the task in a clear way;
- ✓ Coordinate and articulate among teachers, the type and number of works requested;
- ✓ Diversity the assessment methods and design them in a way to discourage plagiarism;
- ✓ Evaluate the student in different moments of its path and not just at the end;
- ✓ Monitor the students' work and intervene quickly and effectively if the student is found to be plagiarizing.



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SA (Share Alike)

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TOOLS TO DETECT PLAGIARISM



Encourage students to use this type of software to detect any problems of plagiarism before it is detected by their teachers. Examples of some free-to-use programs are presented

Example	Use	Features
Plagiarisma	<ul style="list-style-type: none">• Requires registration.• Download possibility and app for mobile learning.• It is possible to upload directly online text.• Free version limits each consultation to 2000 characters.• Limited to 1user and 3 checks per day <p>http://plagiarisma.net/pt/</p>	<ul style="list-style-type: none">▪ Analyses search engines, academic Google, Google books, paraphrase and grammar (these last 2 in paid version)▪ Uploads txt, htm, rtf, doc, docx, odt, pdf documents▪ Allows checking the similarity of 2 different texts.▪ Guarantee of confidentiality▪ Does not archive loaded content
PLAGIARISM CHECKER	<ul style="list-style-type: none">• Does not require registration or download• It is also possible to register and login.• Free <p>https://smallseotools.com/plagiarism-checker/</p>	<ul style="list-style-type: none">▪ Verifies plagiarism via URL.▪ Maximum 1000 words for research.▪ Analyses texts, documents and images.▪ Generates reports with originality % plagiarism %.▪ Allows download of the report.▪ Guarantee of confidentiality
CopySpider	<ul style="list-style-type: none">• It is necessary to download the software and to register at the site.• Freeware license. <p>https://copyspider.com.br/main/pt-br/download</p>	<ul style="list-style-type: none">▪ The free version has no limits on file size but has a limit on the amount of analysis on the daily basis.

DOMAIN OF CURRICULUM CONTENT

Digital tool Google Classroom	Means of assessment	Assessment Tool	Potentialities	Observations
Assignment	Essay; Calculations; Graphics; Posters; Multimedia productions; Drawings; Articles; Summary; Reports; Reading sheet	Rubric; Assessment grid	<ul style="list-style-type: none"> ✓ Enables multi-format work (<i>Google Docs, sheets, images, external URL, files from Drive or external</i>). ✓ Enables working on mobile or desktop devices. ✓ Enables direct analysis and rating as well as the registration of comments and the notification of the results to the students ✓ Enables the consultation of the rubrics and the assessment grids by the students while they are working. ✓ Enables to export the assessment grids into excel ✓ Enables the association of a work grading to a certain assessment according to assessment criterion. 	<ul style="list-style-type: none"> ✓ After starting the assessment, it is not possible to edit or exclude the rubric or assessment grid ✓ Slow to assess
Assignment with questionnaire	Test	Assessment grid	<ul style="list-style-type: none"> ✓ Suitable for multiple choice tests, true false, short answers. ✓ Enables the construction and responses directly in <i>Google Forms</i>, from a mobile or desktop device ✓ Provides feedback log by the teacher and the notification of results to students ✓ Allows importing the classifications of the questionnaires conducted in <i>Google forms</i>. ✓ Allows to export the assessment grids to Excel. 	<ul style="list-style-type: none"> ✓ Short answer requires that both teacher and student use the same type of letter (uppercase and lowercase). ✓ After starting the assessment, it is not possible to edit or exclude the rubric or assessment grid
Question	Embedded answers questions Open answers questions	Checklist	<ul style="list-style-type: none"> ✓ Allows to create a question to verify a given knowledge. ✓ No character limits ✓ Students can answer to each other ✓ Students and teachers can make private comments to other students' responses. ✓ Allows aggregating the checklist so that students can see how to comment on peer responses. 	<ul style="list-style-type: none"> ✓ It does not allow the creation of a checklist when the teacher sets the question. ✓ The teacher will have to create his one checklist in no <i>Google Docs</i>, or in a external support

Digital Tool (Moodle)	Assessment Means	Assessment Instrument	Potentialities	Observations
<i>Questionnaire</i>	Test	Assessment grid	<ul style="list-style-type: none"> ✓ Allows you to create and configure questionnaires that have a wide variety of question types, including multiple choice questions, true/false and short answers. ✓ In closed questions allows the automatic correction of attempts, thus being able to provide feedback and/or show the correct answers ✓ It may be configured to allow multiple answer attempt 	<ul style="list-style-type: none"> ✓ Time-consuming in terms of design especially when the teacher wants to introduce new questions. ✓ Not suitable for evaluating high-order thinking
<i>Test</i>	Test	Assessment grid	<ul style="list-style-type: none"> ✓ Allows you to create questionnaires that have a wide variety of question types, including multiple choice questions, true/false and short answers, matching and short answers. ✓ Students' answers are automatically assessed, and the result is registered in the courses' gradebook. ✓ The teacher can choose whether to give feedback and/or show the correct answers to the student during the responding act, after the answer is finished or after the test is over. 	<ul style="list-style-type: none"> ✓ Not suitable for assessing high-order thinking
<i>Lesson</i>	Test	Assessment grid	<ul style="list-style-type: none"> ✓ Allows you to create questionnaires that have a wide variety of question types (multiple choice questions, matching and true/false) ✓ Allows the student, depending on the correct choice or not, to proceed to the next page or go back to the previous one 	<ul style="list-style-type: none"> ✓ Requires questions to be preceded by the presentation of specific content, with the possibility of introducing video and podcast ✓ Time consuming in terms of design.
<i>Assignment</i>	Essays Calculations Graphics Posters Multimedia Productions	Rubric	<ul style="list-style-type: none"> ✓ It allows to collect the products of the requested activities, download them, evaluate, and prepare the feedback offline. ✓ Very versatile because it accepts delivery in the form of digital files in various formats (e.g. in the form of podcasts on learning a foreign language, or videos on an experimental activity carried out by hand with low-risk components or exercises within activities within Physical Education). ✓ It allows the delivery of activities carried out individually or in groups. ✓ Allows the teacher to comment on the activities 	<ul style="list-style-type: none"> ✓ The assessment rubric to be used should be attached to the instructions for carrying out the activities ✓ Time consuming in terms of assessment.

Digital Tool (Moodle)	Assessment Means	Assessment Instrument	Potentialities	Observations
<i>Glossary</i>	Glossary	Checklist	<ul style="list-style-type: none"> ✓ Allows it to be used by students, individually or collectively, to create a dictionary-like list of terms and definitions. ✓ Allows hyperlinks, videos, images, and audio files. ✓ Admits the possibility of inserting comments by the teacher. ✓ Enables assessment among students 	<ul style="list-style-type: none"> ✓ The assessment instrument has to be created separately and made available to students. ✓ Students can assess, but only those to whom the teacher gives permission.
<i>Hot Potatoes</i>	Test	Assessment grid	<ul style="list-style-type: none"> ✓ It makes it possible to distribute learning material to students through Moodle, followed by questions ✓ Allows you to view reports of answers and results. ✓ Enables automatic correction, visualized by students. ✓ Enables the creation of exercises with: i) Hot Potatoes (version 6); ii) Qedoc; iii) Xerte; iv) Spring; v) any HTML editor. 	<ul style="list-style-type: none"> ✓ The file to be uploaded in Moodle has to be externally created with the Digital Tool HotPotatoes.
Digital Tool (Teams)	Assessment Means	Assessment Instrument	Potentialities	Observations
<i>Assignment</i>	Test Quizz Work	Assessment grid Rubric	<ul style="list-style-type: none"> ✓ Allows you to assign activities in a variety of formats, provide their guidance, assign to teams, to the entire class or only a few students ✓ In Grades the teacher does the monitoring of students and provides feedback 	<ul style="list-style-type: none"> ✓ The teacher can directly use the programs available at the Microsoft Office 365 pack (available as internal resources) to prepare the instructions and indicate resources and may include external links. Students can use the same program.
<i>JogNog</i>	Quizz	Checklist	<ul style="list-style-type: none"> ✓ Based on game-based learning, to which predefined multiple-choice, ordering, and short answer questions are associated 	<ul style="list-style-type: none"> ✓ https://www.jognog.com/Login.aspx?ReturnUrl=%2f ✓ Integrable App, directly as Tab ✓ Android and iOS compatible
<i>Flippgrid</i>	<i>Vídeo</i>	Assessment grid	<ul style="list-style-type: none"> ✓ Allows students to discuss and answer questions with video clips. Social networking style. 	<ul style="list-style-type: none"> ✓ https://info.flipgrid.com/ ✓ Free. Microsoft product. ✓ Integrable App.

Digital Tool (Teams)	Assessment Means	Assessment Instrument	Potentialities	Observations
<i>Lucidchart</i>	Mind Map Diagram	Rubric	<ul style="list-style-type: none"> ✓ Creation of several types of diagrams: mind maps, conceptual maps, diagrams, flowcharts, organograms. ✓ Collaborative work in real time through the chat. 	<ul style="list-style-type: none"> ✓ https://appseducacao.rbe.mec.pt/category/flipped-learning/ ✓ Integrable App directly from Microsoft <i>App Store</i> ✓ Limited free version (max 3 docs, without collaborative edition, max 25 MB storage) ✓ https://www.lucidchart.com/pages/pt
<i>Microsoft Forms</i>	Test	Assessment grid	<ul style="list-style-type: none"> ✓ Creation of questionnaires and voting/polls. ✓ Visualization of results in real time as they are submitted. ✓ Sending personalized feedback to the student. ✓ Use of embedded analysis to evaluate responses and export results to Excel for further analysis or classification. 	<ul style="list-style-type: none"> ✓ Integrable App ✓ Available at Microsoft 365 <i>Education</i> ✓ https://support.office.com/pt-br/article/criar-um-formul%C3%A1rio-com-o-microsoft-forms-4ffb64cc-7d5d-402f-b82e-b1d49418fd9d
<i>Mindmeister</i>	Mind Map	Rubric	<ul style="list-style-type: none"> ✓ Creation of mental maps and conceptual maps ✓ Enables collaborative work ✓ Maps created in presentation mode 	<ul style="list-style-type: none"> ✓ https://www.mindmeister.com/pt/ ✓ Free limited version (max 3 maps; attachments not allowed; without chat in the collaborative mode; without embedded assessment system) ✓ Integrable App as Tab
<i>Peardeck</i>	Test	Assessment grid	<ul style="list-style-type: none"> ✓ Creation of interactive presentations (with audio) followed by questions: short/long answer; multiple choice; selection; matching. 	<ul style="list-style-type: none"> ✓ https://www.peardeck.com/ ✓ Integrable App ✓ Free version
<i>Nearpod</i>	Test	Assessment grid	<ul style="list-style-type: none"> ✓ Creation of interactive digital tasks followed by questions: drawing; open question; questionnaire; voting; gap fill questions; matching; challenge. 	<ul style="list-style-type: none"> ✓ https://nearpod.com/ ✓ Integrable App from Teams ✓ Free version ✓ Android and iOS compatible

Digital Tools (Web)	Assessment Means	Assessment Instrument	Potentialities	Observations
<i>Mindomo</i>	Mind map Conceptual map	Rubric	<ul style="list-style-type: none"> ✓ Creation of mind maps ✓ Creation of conceptual maps ✓ Collaborative edition in real time through chat ✓ Feedback through comments and chats. Private/public according to the configuration of the map. Allows to select the presentation mode (e.g. Prezi style). ✓ Integrated assessment system: enables the creation of tasks and to evaluate the students inside the program. <ul style="list-style-type: none"> ✓ Free version. 	<ul style="list-style-type: none"> ✓ https://www.mindomo.com. ✓ Accessible on Web, Android, iOS ✓ Embedded in Moodle through LTI plugin but only in the paid version ✓ Embedded in GClassroom ✓ Embedded in MSTeams plugin but only in the paid version ✓ https://help.mindomo.com/integrations ✓ Free version limitations: max 40 topics and 3 maps. Only 1 task/75 students in the free account ✓ Upload of audio files not allowed ✓ Inserting images and videos only from the Web
<i>Quizizz</i>	Quiz	Assessment grid	<ul style="list-style-type: none"> ✓ Creating games with quizzes ✓ The teacher can show the students the overall class results, performance per question, average time and other aspects of interest (e.g. Correct the questions that were not well answered by all). ✓ Enables limiting the quiz time. ✓ Immediate Feedback. 	<ul style="list-style-type: none"> ✓ https://quizizz.com/ ✓ Accessible on Web, Android, iOS ✓ Embedded in GClassroom ✓ https://quizizz.zendesk.com/hc/en-us/articles/207153729-How-does-the-Google-Classroom-integration-work- ✓ Embedded in MSTeams https://support.office.com/en-us/article/assign-quizzes-to-students-through-microsoft-teams-61524815-f5fd-4dc1-961d-dc8e680e7ab0 ✓ Free version only allows 3 games ✓ Available in English only ✓ Not available offline
<i>Socrative</i>	Test Quiz	Assessment grid	<ul style="list-style-type: none"> ✓ Creation of tests and quizzes ✓ Free ✓ Simple results panel. ✓ The teacher visualizes and evaluates the students' activities in real time. 	<ul style="list-style-type: none"> ✓ https://socrative.com/ ✓ Accessible on Web, Android, iOS ✓ Tool to be used in <i>offline</i> mode, however tests and quizzes may be temporarily available for students to perform.

Digital Tool (Web)	Assessment Means	Assessment Instrument	Potentialities	Observations
Geogebra Simulation	Exercise	Rubric	<ul style="list-style-type: none"> ✓ Mathematical modelling and exercises of geometry, algebra, graphics, statistics and calculus. ✓ Enables the creation of student's groups, providing automated tasks and feedback on the site 	<ul style="list-style-type: none"> ✓ https://www.geogebra.org/ ✓ Accessible on Web, Android, iOS ✓ Embedded on Moodle with plugin ✓ https://moodle.org/plugins/mod_geogebra ✓ Embedded in GClassroom ✓ https://www.geogebra.org/m/z7ctt3dj ✓ It requires some time to learn how to use the tool. ✓ Limited GClassroom integration.
H5P	Test	Assessment grid	<ul style="list-style-type: none"> ✓ Enables the distribution of materials through Moodle, followed by questions. ✓ Enables the visualization of answers, reports and results. ✓ Enables the automatic correction, visualized by students. ✓ Enables the presentation of information under diverse formats (e.g. Presentations, sequences, arithmetic, audio recordings, alphabet soup) 	<ul style="list-style-type: none"> ✓ https://h5p.org/ ✓ Integrable in Moodle: if the platform has already installed the H5P plugin, the content can be added directly or inserted into the file created externally. ✓ In the cases in which the Moodle platform doesn't have the plugin installed, the content can be embedded through a file or HTML code.
Phet	Report	Checklist	<ul style="list-style-type: none"> ✓ Enables problem solving using computer simulations (physical and natural sciences and mathematics) ✓ Provides exploration scripts 	<ul style="list-style-type: none"> ✓ https://phet.colorado.edu/_m/pt/ ✓ Accessible on Web ✓ Embedded on GClassroom ✓ https://www.youtube.com/watch?v=4J2UIfkN6PU ✓ At Moodle, it only allows the incorporation of simulations https://docs.moodle.org/38/en/PhET_simulations ✓ Little shared material in Portuguese language. ✓ The teacher does not follow the students' exploration of the simulation. ✓ It does not have an integrated assessment system

WRITTEN AND ORAL COMMUNICATION COMPETENCES

Digital Tools (Google Classroom)	Assessment Means	Assessment Instruments	Potentialities	Observations
<i>Google Meets</i>	Oral presentation	Rubric	<ul style="list-style-type: none"> ✓ Enables the assessment of oral communication skills. ✓ It is compatible with Chrome, Firefox, Edge, Safari, Internet Explorer ✓ It is possible to use the chat while on a video call. ✓ Allows screen sharing. 	<ul style="list-style-type: none"> ✓ Limit of 100 participants. ✓ Requires the previous organization of students' contacts and scheduling on Google Calendar. ✓ Screen sharing is only available on Google Chrome.
<i>Assignment</i>	Essays Reports Summary Article Reading sheet	Rubric	<ul style="list-style-type: none"> ✓ Suitable for the assessing written communication skills. ✓ Enables the activation of an anti-plagiarism report to check for possible copies of the web, with links to the corresponding pages. ✓ Allows you to work directly on Google (<i>docs, sheets, slides, forms</i>) from a mobile or desktop device. ✓ Enables students to consult the rubrics. 	<ul style="list-style-type: none"> ✓ Currently the anti-plagiarism reports are only available for: i) Google accounts using the option "english" as language; ii) work concluded in Google Docs; iii) accounts <i>Google for Education</i>. ✓ After it begins, it is not possible to edit or exclude the rubric from the activity.

Digital Tool (Moodle)	Assessment Means	Assessment Instrument	Potentialities	Observations
<i>Assignment</i>	Essays Articles Reports Reading sheet	Rubric	<ul style="list-style-type: none"> ✓ Allows the teacher to collect written documents, download, assess and prepare the comments offline. ✓ Easy to configure. 	<ul style="list-style-type: none"> ✓ The assessment instrument has to be created separately and made available to students. ✓ The analysis of the students' products demands time.
<i>Chat</i>	Embedded answers questions or open answer questions	Rating scale	<ul style="list-style-type: none"> ✓ Allows the teacher to pose an open question (or more) to be answered in writing, in real time, enabling a dynamic of quick questions and answers. ✓ Allows the recording of the sessions, only to teachers or made available to students. 	<ul style="list-style-type: none"> ✓ The chat cannot be directly accessed from the Learning Environment. ✓ Does not allow assessment integrated in the LMS. ✓ Limited in terms of discursive organization

Digital Tool (Teams)	Assessment Means	Assessment Instrument	Potentialities	Observations
Assignment	Essays Summary Reading sheet	Rubric	<ul style="list-style-type: none"> ✓ It allows the assignment of activities with a strong written component, with the accomplishment of a rubric to be made available to students. ✓ In Grades the teacher can monitor student work and provide feedback. 	<ul style="list-style-type: none"> ✓ Direct access in the MSTeams environment ✓ https://support.office.com/pt-pt/article/controlar-o-progresso-dos-estudantes-no-separador-notas-bc76ffde-bbf7-4db6-b443-735a07e32de0
Cisco Webex Meetings	Oral presentation	Rubric	<ul style="list-style-type: none"> ✓ Allows the online presentation of work done by students, sharing content and apps. 	<ul style="list-style-type: none"> ✓ https://www.webex.com/ ✓ Allows up to 100 users. ✓ There are now free features that may become paid when the coronavirus emergency is over. ✓ https://gblogs.cisco.com/pt/2020/03/16/webex-meetings-para-e-escolas/
Meeting	Oral presentation	Rubric	<ul style="list-style-type: none"> ✓ Allows the scheduling, providing guidance and indication of the assessment rubric, with the possibility of quantification. 	<ul style="list-style-type: none"> ✓ Integrated ✓ Video Conference system, with screen sharing

Digital Tool (Web)	Assessment Means	Assessment Instrument	Potentialities	Observations
Zoom	Oral presentation	Rubric	<ul style="list-style-type: none"> ✓ Videoconference program ✓ Screen share ✓ Embedded Chat ✓ Sessions recording ✓ Whiteboard with collaborative edition ✓ Allows the creation of a poll during the session, answer in real time and show results. ✓ Directed to self-learning languages for non-native students of this language. 	<ul style="list-style-type: none"> ✓ https://zoom.us/ ✓ Accessible on the Web, Android, iOS ✓ Not integrated in GClassroom, but with a Chrome extension ✓ Integrated in Moodle through plugin ✓ https://moodle.org/plugins/pluginversion.php?id=17890 ✓ Integration MSTeams – enables the creation of meetings from MSTeams ✓ https://marketplace.zoom.us/apps/BI00RjkzRFaozN9J5-qQ6w ✓ Allows up to 100 participants per session ✓ No integrated assessment system
Duolingo Test		Rating Scale	<ul style="list-style-type: none"> ✓ Program based on lessons with pre-defined writing and speaking activities. ✓ Directed to the self-learning of languages for non-native students of this language ✓ Free. ✓ Allows monitoring students' progress in activities. 	<ul style="list-style-type: none"> ✓ https://www.duolingo.com/ ✓ Accessible on the Web, Android, iOS ✓ On GClassroom only allows to import students ✓ https://forum.duolingo.com/comment/37800922 ✓ Only allows you to learn 6 different languages.

SEARCHING AND PROBLEM SOLVING COMPETENCES

Digital Tool (Google Classroom)	Assessment Means	Assessment Instrument	Potentialities	Observations
<i>Assignment</i>	Report	Rubric	<ul style="list-style-type: none"> ✓ It enables the delivery and evaluation of reports on research conducted under the supervision of the teacher, the resolution of a given problem, field trips or a place of interest (e.g. with observation to be performed) or on interviews conducted by students. ✓ The referred reports may be of individual or group nature. ✓ Assessment and direct classification, organized in rubrics, visualized by the students. ✓ Allows qualitative and quantitative feedback. 	<ul style="list-style-type: none"> ✓ Does not produce student activity reports. ✓ Unable to edit or delete rubrics after assessment starts.
Digital Tool (Moodle)	Assessment Means	Assessment Instrument	Potentialities	Observations
<i>Blog</i>	Logbook	Rubric	<ul style="list-style-type: none"> ✓ Allows the dissemination (individually or in groups) of researches, experiences and field trips, with a critical reflection on them. ✓ Allows the insertion of bibliographic sources, links, podcasts and powerpoint. 	<ul style="list-style-type: none"> ✓ It is time-consuming, requires time for organization and reflection by students.
Digital Tool (Teams)	Assessment Means	Assessment Instrument	Potentialities	Observations
<i>Wakelet</i>	Collection of digital contents	Rubric	<ul style="list-style-type: none"> ✓ Allows digital curation (creation of collections of Web contents (private or public)) ✓ There's no need for a Wakelet account to share a collection of Web contents through a link: articles, videos, blogs, tweets, music, documents of a drive in the cloud, among others. ✓ Creation of collections composed of students' images, documents and notes, and reflections. Students can create digital portfolios, store research, tell digital stories, do book or news reviews, collaborate on group projects. 	<ul style="list-style-type: none"> ✓ https://wakelet.com/ ✓ Integrable ✓ Accessible in Web, Android, iOS ✓ Possible to add collections to Tab in MSTeams

Digital Tool (Web)	Assessment Means	Assessment Instrument	Potentialities	Observations
<i>Wakelet</i>	Collection of Digital Resources	Checklist	<ul style="list-style-type: none"> ✓ Allows digital curation ✓ Allows the collaborative creation of digital resources collection ✓ There's a free version 	<ul style="list-style-type: none"> ✓ https://wakelet.com/ ✓ Accessible in Web, Android, iOS ✓ Adds collections to Gclassroom Classes ✓ Adds collections in MSTeams tabs ✓ At Moodle only association through incorporation of collections ✓ Not much interactive, it does not allow comments, but only the display of collections.

DISCUSSION, ARGUMENTATION, REFLECTION AND CRITICAL ANALYSIS COMPETENCES

Digital Tool (Google Classroom)	Assessment Means	Assessment Instrument	Potentialities	Observations
<i>Assignment</i>	Essay Report	Rubric	<ul style="list-style-type: none"> ✓ Enables the assignment and assessment of activities with the insertion of spreadsheets, written documents, images, ... ✓ External URL, Drive files and others can be associated. ✓ Enables anti-plagiarism report for students and teachers. ✓ Allows direct assessment and rating, organized by rubrics, visualized by students. ✓ Enables qualitative and quantitative feedback. ✓ Allows ratings to be exported to Excel or copied to <i>Google Sheets</i>. 	<ul style="list-style-type: none"> ✓ Anti-plagiarism reports with <i>Google for Education</i> accounts (in English). ✓ Does not allow comparisons between students of the same school or other schools, not even with Google Scholar. ✓ Unable to edit or delete rubrics after assessment starts. ✓ When ratings are copied to <i>Goggle Sheets</i>, they relate to all Classroom works.
Digital Tool (Moodle)	Assessment Means	Assessment Instrument	Potentialities	Observations
<i>Wiki</i>	Collective text	Rubric	<ul style="list-style-type: none"> ✓ Allows the writing and rewriting of a collective text on a subject/theme. ✓ Allows the teacher to monitor and evaluate several versions of the texts, verifying the evolution of the group. 	<ul style="list-style-type: none"> ✓ Does not allow collaborative editing in real life. ✓ Does not integrate the possibility of real-time communication to manage the collaboration process.
<i>Fórum</i>	Debate	Rubric	<ul style="list-style-type: none"> ✓ Allows the teacher to organize and evaluate discussions and debates around a theme or subject. ✓ Enables the insertion of hyperlinks to justify or illustrate a point of view. ✓ Allows, because it is asynchronous, to unfold for a period sufficient for students to have time to reflect and organize their contribution. ✓ Enables the hierarchical organization of the discussion, facilitating the visualization of alternative arguments and/or points of view in relation to a given expressed position. ✓ It facilitates the teacher's analysis of the debate since the interventions are recorded. Easy configuration. 	<ul style="list-style-type: none"> ✓ The assessment rubric to be used should be attached to the instructions for carrying out the activities. ✓ Needs teacher monitoring.

Digital Tool (Teams)	Assessment Means	Assessment Instrument	Potentialities	Observations
<i>Flipgrid</i>	Critical review	Rubric	<ul style="list-style-type: none"> ✓ Allows the students to discuss and answer topics with videoclips – students create and share their own video content. ✓ Makes it possible to place comments and reflective works on books, movies or television shows. 	<ul style="list-style-type: none"> ✓ http://info.flipgrid.com/ ✓ Integrable ✓ https://appseducacao.rbe.mec.pt/category/flipped-learning/
Tool Digital (Web)	Assessment Means	Assessment Instrument	Potentialities	Observations
<i>Google Groups</i>	Debate	Rubric	<ul style="list-style-type: none"> ✓ Program for the creation and management of forums ✓ Google interface ✓ Includes Goggles' research system ✓ Possibility of locating messages according to several criterion ✓ Possibility of attaching files 	<ul style="list-style-type: none"> ✓ https://groups.google.com/ ✓ Accessible on the Web and Android ✓ No integrated assessment system
<i>Blogger</i>	Digital Portfolio	Rubric	<ul style="list-style-type: none"> ✓ Blog creation ✓ Multiple models ✓ Aesthetically attractive ✓ Uses the same credentials of Google Classroom to access. 	<ul style="list-style-type: none"> ✓ https://blogger.com/ ✓ Accessible on the Web ✓ No integrated assessment system
<i>Kidblog</i>	Logbook	Rubric	<ul style="list-style-type: none"> ✓ Blog creation ✓ Allows individual and collective writing. ✓ Allows to send blog posts in response to a particular assigned task in GClassroom. 	<ul style="list-style-type: none"> ✓ https://kidblog.org/home/ ✓ Accessible on the Web ✓ Integrated on GClassroom ✓ https://kidblog.org/home/google-classroom-integration-create-and-submit-an-assignment/ ✓ Paid ✓ To send a post from Kidblog as a Google Classroom attachment, the task must be created from Kidblog.

TEAMWORK COMPETENCES

Digital Tool (Google Classroom)	Assessment Means	Assessment Instrument	Potentialities	Observations
<i>Assignment</i>	Reports Artifact (e.g. multimedia)	Rubric	<ul style="list-style-type: none"> ✓ Enables the delivery and evaluation of reports on the construction of an artifact by the team, on a questionnaire built and applied by students or other activities to be carried out in groups ✓ Allows differentiated assignments to selected teams. ✓ Enables product assessment directly in <i>Google Classroom</i>, organized by rubrics visualized by students. ✓ Enables qualitative and quantitative feedback 	<ul style="list-style-type: none"> ✓ It does not allow the creation of different spaces for each team.. ✓ It does not allow the teacher to monitor the process. ✓ It does not allow teams to see each others' work. ✓ It does not produce student activity reports. ✓ The delivery of the assignment must be treated by each member of the team. ✓ The creation of rubrics for peer assessment regarding the work process is not available ✓ Unable to edit or delete rubrics after assessment starts
Digital Tool (Teams)	Assessment Means	Assessment Instrument	Potentialities	Observations
<i>Team</i>	Report	Rubric	<ul style="list-style-type: none"> ✓ It allows the teacher to create groups of students, assign them activities and organize synchronous meetings. ✓ Enables the insertion of videos, links, and other resources. ✓ Each team in a class is also associated with the corresponding OneNote School Notebook. ✓ Direct access to Office 365 programs. ✓ Enables file sharing and chat communication. ✓ It allows the creation of assessment rubrics, added to the instructions of the activity. ✓ Easy of use for creating groups. 	<ul style="list-style-type: none"> ✓ Embedded in Teams environment.

Digital Tool (Web)	Assessment Means	Assessment Instrument	Potentialities	Observations
<i>Trello</i>	Report Artifact	Rubric	<ul style="list-style-type: none"> ✓ Allows the management of projects and teamwork ✓ Free version ✓ Allows to manage and assign tasks (including students themselves) ✓ Communication between team members through comments on tasks. 	<ul style="list-style-type: none"> ✓ https://trello.com/ ✓ Accessible on the Web ✓ Associated to MSTEams through the possibility of running on a tab ✓ https://help.trello.com/article/1086-the-trello-app-for-microsoft-teams ✓ Only allows a power-up. ✓ Max 10 MB per attachment per board on the free version ✓ No integrated assessment system
<i>Storyjumper</i>	Ebook	Rubric	<ul style="list-style-type: none"> ✓ Allows the creation of ebooks in collaborative mode ✓ Easy to use. ✓ Free 	<ul style="list-style-type: none"> ✓ https://www.storyjumper.com/ ✓ Accessible on the Web ✓ On GClassroom it is only associated through incorporation ✓ Some limitations in the diversity of resources allowed to incorporate on the ebook. ✓ Instructions are not available in Portuguese. ✓ No integrated assessment system

COMPETENCES OF AUTONOMY AND PERSONAL DEVELOPMENT

Digital Tool (Google Classroom)	Assessment Means	Assessment Instrument	Potentialities	Observations
Assignment with questionnaire	Self-assessment sheet	Checklist	<ul style="list-style-type: none"> ✓ Enables the creation of questionnaires, in <i>Google Forms</i>, concerning students' self-assessment ✓ Allows feedback and guidance for students in privately 	<ul style="list-style-type: none"> ✓ There is no self-assessment monitoring system by the student himself.
Assignment	Self-assessment sheet	Checklist	<ul style="list-style-type: none"> ✓ Enables the creation of questionnaires, in <i>Google Forms</i>, concerning students' self-assessment or, in alternative, only to some of them ✓ Allows feedback and guidance for students privately. 	<ul style="list-style-type: none"> ✓ Presupposes teachers' monitoring
Digital Tool (Moodle)	Assessment Means	Assessment Instrument	Potentialities	Observations
<i>Google Forms</i> , with link	Self-assessment sheet	Checklist	<ul style="list-style-type: none"> ✓ Possibility of creating a checklist, using <i>Google Forms</i>, is made available to students at Moodle. ✓ Allows the student to be accountable in the face of their degree of autonomy in the development of their work, as long as they are required to fill in the sheet to check their 	<ul style="list-style-type: none"> ✓ Moodle does not have a Digital Tool for the creation of a checklist. ✓ The checklist created should be available on a label in Moodle's input environment. ✓ Monitoring is done through <i>Google Forms</i>

Digital Tool (Web)	Assessment Means	Assessment Instrument	Potentialities	Observations
Google Sites	e-portfolio	Rubric	<ul style="list-style-type: none"> ✓ Site creation program ✓ Allows to insert multimedia content, buttons, calendars, and maps ✓ Several predefined pages scheme ✓ Allows collaborative edition ✓ Integrated with Google ✓ Easy to use 	<ul style="list-style-type: none"> ✓ https://sites.google.com/ ✓ Accessible on the Web ✓ Design limitations ✓ No integrated assessment system
Peergrade	Report	Checklist	<ul style="list-style-type: none"> ✓ Program that allows peer feedback ✓ Activities are created in the tool's own site ✓ Allows anonymous peer feedback (students) ✓ Reports for the students ✓ Instructions are personalized and in the language chosen by the user. 	<ul style="list-style-type: none"> ✓ https://www.peergrade.io/ ✓ Accessible on the Web ✓ Embedded in Moodle through LTI plugin ✓ https://help.peergrade.io/en/articles/967900-moodle-lti-integration ✓ In GClassroom only allows to import students from GClassroom ✓ https://help.peergrade.io/en/articles/1195414-google-classroom-integration ✓ Paid ✓ Free version with some limitations.
Kaizena	Texts	Rubric	<ul style="list-style-type: none"> ✓ Extension of Google Docs, that allows to provide audio feedback, to evaluate skills (through a previously created rubric) or feedback through the repository of pre-defined comments. ✓ Students can collaborate on the shared texts in Google Docs and provide <i>feedback</i> to the colleagues. ✓ Automatization of rubrics. 	<ul style="list-style-type: none"> ✓ https://www.kaizena.com/ ✓ Accessible on the Web ✓ Embedded in GClassroom ✓ https://help.kaizena.com/en/articles/2174013-using-kaizena-with-google-classroom ✓ Only works with GDrive ✓ Students have installed Kaizena in order to see the teacher's or peer feedback.

Digital Tool (Web)	Assessment Means	Assessment Instrument	Potentialities	Observations
<i>Padlet</i>	Logbook	Rubric	<ul style="list-style-type: none"> ✓ Wall that allows the dissemination of students' products. ✓ Can be used in individual or group mode. ✓ Enables multimedia content 	<ul style="list-style-type: none"> ✓ https://padlet.com/ ✓ Accessible on the Web, Android, iOS ✓ Only allows a type of content in each unit ✓ No integrated assessment system ✓ Paid ✓ Free version (Basic) only has capacity for 10 MB em files and has basic support.

EXAMPLES

Assessment of oral presentation using a Videoconference

Competences	Domain of Curriculum Competences Oral communication competences
Digital Tool	<i>Google Meets</i> (at Google Classroom)
Assessment Means	Oral presentation
Assessment Instrument	Analytical Rubric (to be used by the teacher and made available in advance to students)
Teachers' tasks	<p>Creation and orientation of the activity to be carried out by the students</p> <ul style="list-style-type: none"> ➤ After clicking on Assignment, in Google Classroom, set the guidelines for the students to do the activity and insert a title for the activity. You can add an external file or attach a document from the Drive. You can even add a blank sheet from Google Docs. The latter can be used as a means of communication between teacher and student throughout the work, if necessary (e.g. to clarify the student's doubts about the activity). ➤ In the guidelines for the carrying out of the activity, you should clarify the students about the type of assessment (oral presentation of the result of the activity) and indicate who are the evaluators (if only the teacher or if the other students who will attend the presentation), using the same assessment instrument (rubric). If the teacher feels that the students should carry out the self-assessment, this should also be communicated to the students. ➤ When creating the activity, build a rubric for its assessment. ➤ Set date (and time) of oral presentation. "Assign" the activity to the students. Schedule the session on the Google Calendar (date, time and event description). Send the invitation via Calendar to students. <p>Feedback</p> <ul style="list-style-type: none"> ➤ The teachers click on the tool <i>Assignment to access the activity</i>: the scheme sent by the students appears. ➤ By clicking on each student's field, the rubric will be visible. Fill in the rubric, taking into account the oral presentation made by that student. ➤ Provide feedback through the same tool, after filling in the rubric for each student.

Assessment of oral presentation using a Videoconference

Student tasks	<ul style="list-style-type: none"> ➤ Carry out the requested activity, considering the deadlines set by the teacher. ➤ Prepare the oral presentation. To prepare the presentation, it will be convenient to proceed to a self-assessment based on the initial rubric provided by the teacher. ➤ “Mark” the activity as concluded in the <i>Assignment</i> tool, in the stipulated deadline. ➤ On the day of the presentation, access <i>Google Meets</i>, through the link sent by the teacher, on the scheduled date and time. Previously make sure you have a working camera, audio and microphone on the device to be used (mobile or fixed).
Observations	<ul style="list-style-type: none"> ➤ The teacher, if he/she understands, may ask the students for a prior outline of the oral presentation they are willing to make. This will allow the teacher to provide intermediate feedback to help students improve their preparation for the oral presentation. ➤ What is assessed is the oral presentation. This information should be clearly indicated to students. ➤ Screen sharing in <i>Google Meets</i> tool is only possible using Google Chrome. This should be communicated to students. ➤ The rubric presented is an adaptable example for the teacher to assess various activities, depending on the area/discipline and age level. As examples: i) study on a given subject/topic curriculum or on a current theme; ii) report of an experimental activity or a visit to a museum; iii) description of a questionnaire, and its results, made to family/ school community; iv) design or construction of a model (artifact), etc.



ASSESSMENT OF ORAL PRESENTATION Rubric Suggestion

Criteria	Level			
	Beginner/emerging	Developing	Proficient	Exemplary
Organization/structure	The ideas are not properly presented, with a lack of connection between them and parts of the presentation are not clear.	There is a link between some ideas, but parts of the presentation are unclear.	There is a logical order in the presentation of ideas and though there is not always a transition, the presentation is understandable.	There is a logical order in the presentation of ideas with an effective link between them, making the presentation clear and concise.
Knowledge of the subject/theme/artifact	It shows little knowledge of the subject/theme/artifact and is not able to answer questions asked	It shows little comfort with the subject/theme/artifact and can only answer simple questions.	It reveals itself at ease with the subject/theme/artifact and is able to answer questions asked, but not in an elaborate way.	It shows full knowledge of the subject/theme/artifact and answers all questions with explanations and accurately.
Format	The resources (Prezi, ppt, video, SlideShare...) were not designed according to the information you want to transmit or no resources have been presented.	The resources (Prezi, ppt, video, SlideShare,...) support the presentation but not all are understandable (information overload, superfluous information).	In general the resources (Prezi, ppt, video, SlideShare,...) are an aid to the presentation but not all are complementary (repetitive).	In general the resources (Prezi, ppt, video, SlideShare,...) are an aid to the presentation, designed according to the information, supplementing it in a consistent manner.
Elocution/pronunciation	The student pronounces the terms incorrectly and speaks in a low voice.	The student pronounces some terms incorrectly and does not maintain an adequate intonation, making it difficult to hear.	The student pronounces most of the terms correctly and maintains an adequate intonation.	The student pronounces the terms correctly, uses a clear voice with an adequate intonation.

Source: Project @DiC

ASSESSMENT OF A DEBATE USING A FORUM

Competences	Domain of Curriculum Competences Discussion, argumentation, reflection and critical analysis competences
Digital Tool	<i>Forum</i> (in Moodle)
Assessment Means	Debate
Assessment Instrument	Analytical Rubric (to be used by the teacher and made available in advance to students)
Teachers' tasks	<p>Setting the debate</p> <ul style="list-style-type: none"> ✓ Create a document with the title of the debate, describe the objectives of the topic to be discussed, indicate the resources to be taken into account by the students in their preparation, what is expected of them during the discussion (rules for writing messages and netiquette aspects). Also enter the dates between which the debate will take place. In the same document, clarify how the students' participation will be assessed by making the respective rubric available. <p>Creating the topic for the debate and the forum in Moodle</p> <ul style="list-style-type: none"> ✓ In Moodle, activate edition mode and edit a topic with the title you have defined for the debate. ✓ Upload the document with the guidelines for the space of the topic. ✓ In the "Add an activity or resource" area, flag Forum and click "Add". ✓ On the opening page, fill in the fields: Title, Introduction, Forum Type and Subscription Mode. In the Introduction, describe what you want to discuss. In Forum Type select "Standard Forum for general use". In Subscription Mode select "mandatory subscription" (this way everyone will know whenever there are contributions to the discussion). Under Dates and Hours set the start and end dates of the discussion. Save. ✓ To allow students to see the new topic and forum, you should flag the opening of the topic and forum. <p>Feedback</p> <ul style="list-style-type: none"> ✓ Feedback can be informal and indirect: i) as the discussion progresses, asking new questions if the discussion is moving towards marginal aspects, thus reorienting the debate; ii) at the end of the discussion elaborating a generic commentary on the discussion that has taken place, summarizing the conclusions. ✓ From a formal point of view, proceed to the individual assessment of each student, filling in the rubric case by case, editing and filling in a document with the list of students who participated. Send it attached to the students at the end of the discussion in the forum.

ASSESSMENT OF A DEBATE USING A FORUM

Students' tasks	<ul style="list-style-type: none"> ✓ According to the guidelines and resources of the teacher, prepare the discussion, annotating in a personal record: the key ideas of the theme/subject; ii) diverse perspectives on the subject iii) what are the grounds for each of the identified ideas. ✓ Try to read carefully the rubric provided by the teacher, in order to have a clear idea of the performance expected from students for each criterion. ✓ On the day scheduled by the teacher for the discussion to start, click on the title of the forum and follow the guidance provided by the teacher on how to participate. ✓ While the debate is active, try to read the interventions of your colleagues, reflect on each of the ideas put forward and send your contribution to the discussion.
Observations	<ul style="list-style-type: none"> ❖ One of the most important questions for the debate to be an enriching activity and to foster the development of discussion competences and argumentation skills is the prior discussion with the students of the proposed assessment rubric. In this way, the teacher's expectations regarding the expected performances are clarified. This can be done by using the forum itself for discussion, prior to the start of the discussion itself. This discussion should, however, take place when the guidelines for the debate are launched. It is suggested that this discussion be scheduled with the students in a period following the dissemination of the guidelines and of the rubric. In this case it will be necessary to adapt the opening dates of the tool (forum) in the forum creation area in Moodle. ❖ To make students feel at ease in participating, the teacher may begin the discussion by asking a problematic question at the beginning to trigger the discussion. ❖ The teacher can schedule on Moodle Calendar the date and time of the beginning and end of the debate, and make the event description (this option works as information about the event). The teacher can Schedule the start and end the date of the debate in the Moodle Calendar and describe the event (this option act as information about the event). ❖ The initial suggestion seeks to be an adaptable example for the teacher to evaluate participation in a debate on a curricular theme or on a subject of transversal importance (for example in the context of Education for Sustainability, Education for Citizenship) or of a current theme interest to the age level of the pupils concerned.

ASSESSMENT OF A DEBATE USING A FORUM – Rubric Suggestion

Criteria	Level			
	Exemplary	Acceptable	In progress	Beginner
Knowledge of the theme/subject	<p>Your interventions indicate that you have deepened the subject/theme under discussion, using terms/concepts correctly.</p> <p>You fully justify with your own words the ideas you present based on the materials you have studied or researched.</p>	<p>Your interventions indicate that you have studied the subject/theme under discussion and make few errors regarding the use of the terms/concepts of the discipline.</p> <p>You justify the ideas you present, but only by often reproducing what you have read or researched.</p>	<p>Your interventions reflect limited knowledge on the subject/subject in question, and you make errors concerning the use of the terms/concepts of the discipline.</p> <p>You are insecure in justifying the ideas presented, with many gaps, revealing little support from reading documents/surveys undertaken.</p>	<p>Your interventions are unrelated to the subject under discussion, denoting insufficient study of the subject/theme under discussion. You don't use the terms/concepts of the discipline. You don't justify the ideas you present based on the materials studied, or on sources researched.</p>
Discussion dynamics/Participation	<p>You frequently and opportunely comment on other interventions, demonstrating reflection on them.</p> <p>During the discussion, you present alternatives about errors or contradictions on the topic under discussion.</p> <p>You critically review your opinion considering new arguments made by colleagues.</p> <p>You always follow the rules of netiquette and respect for the position of colleagues.</p>	<p>You comment frequently, and your interventions are related to others contributing to the progress of the discussion.</p> <p>During the discussion you try to question colleagues about unclear contributions.</p> <p>You present some difficulty in placing yourself in the perspective put forward by other colleagues.</p> <p>You often follow the rules of netiquette and respect when addressing colleagues.</p>	<p>You comment occasionally and your contributions tend to repeat what other colleagues have said.</p> <p>You try to answer questions put by colleagues by repeating previous arguments.</p> <p>You persist with the same arguments and are not receptive to new contributions from colleagues.</p> <p>You don't always observe the rules of netiquette when addressing colleagues.</p>	<p>You have a small number of interventions and they focus on lateral or accessory aspects and do not contribute to the progress of the discussion.</p> <p>You don't question colleagues nor try to answer questions they have asked.</p> <p>When you are asked a question directly you ignore it.</p> <p>You show ignorance of the rules of netiquette.</p>
Written expression	<p>Contributions are grammatically correct.</p> <p>Expresses him/herself articulate ideas clearly and coherently.</p>	<p>Contributions are, in general, grammatically correct.</p> <p>Occasionally, does not articulate ideas properly, lacking logic in the organization of the message.</p>	<p>Contributions are grammatically irregular.</p> <p>Frequently the message is not clear, demanding requests for clarification.</p>	<p>Contributions are often confusing, grammatically deficient and, often, lack meaning.</p>

Source: Project @DiC

Assessment with a Digital Portfolio

Competences	Domain of Curriculum Competences Competences of Autonomy and Personal Development
Digital Tool	<i>Google Sites</i> https://sites.google.com/
Assessment Means	Digital Portfolio
Assessment Instrument	Analytical Rubric (to be used by the teacher and made available in advance to students)
Teacher's tasks	<p>Guidelines to carry out the task</p> <ul style="list-style-type: none"> ✓ Define with the students: i) the objective of the portfolio (to make known demonstrations of performance throughout the period foreseen for its realization, personal reflections, results of activities); ii) the type of items to include (e.g. individual works, projects, articles, essays, videos made, notes of readings/researches, justification of the inclusion of some documents); iii) organization/structure to adopt (e.g. introduction, existence of an index, first page with some indications); iv) the rubric that explains the assessment criteria and expected performances. ✓ Organize a short text to make available to the students about the tool to be used, with the indications regarding the creation of the site for the organization of the portfolio. <p>Process follow-up</p> <ul style="list-style-type: none"> ✓ Try to follow the development of the portfolio, supporting the resolution of technical problems, giving suggestions, clarifying doubts, outlining activities that encourage students' reflection. <p>Feedback</p> <ul style="list-style-type: none"> ✓ At the end of the agreed period for the development of the portfolio, use the rubric to make the assessment of the portfolio. Ask students to assess the portfolio with this rubric. In the face of any mismatches, discuss the differences with the students, promoting critical reflection regarding the performances revealed.

Assessment with a Digital Portfolio

Student's tasks	<p>Digital portfolio content planning</p> <ul style="list-style-type: none">✓ Create a folder on your computer to organize the documents you will put in your portfolio. You can do this on Google Drive.✓ Write a reflection about the purpose of your portfolio, for example, in a document created in GoogleDocs, and put it in the folder you created or in Google Drive.✓ Create a table in a Word document or use GoogleDocs. This table is important to list the documents and artifacts (videos, images, presentations, etc.) you select to include in your portfolio. You can also have a column with the various external links used.✓ Convert products to be attached to the digital portfolio into web-compatible formats (preferably JPEG/PNG or PDF), allowing easier and more immediate viewing.✓ Files created in Word, Excel and PowerPoint can be uploaded to GoogleDocs.✓ Video files can be saved on one of the video sharing sites/platforms, such as Youtube. <p>Creating the digital portfolio in Google Sites</p> <ul style="list-style-type: none">✓ Access your <i>Gmail</i> account https://mail.google.com/.✓ In the top right corner, access the 9-square mosaic (<i>Google Apps</i>).✓ On the screen go to Google Apps. If it does not appear directly in your account, you should click "More". Then click on "Create a new site".✓ Create an Introduction page. It serves as an entry ticket, providing a description of the overall goals of the portfolio.✓ You can limit access to what you have made available on Google Sites through the "More Options > Share this site" menu. <p>Suggestions for the development of the digital portfolio</p> <ul style="list-style-type: none">✓ As agreed with the teacher, define a possible structure/organization for your portfolio.✓ Create a menu, to which you will link the new pages to be created.✓ Create a type of Google Sites add page to use as "Reflections".✓ Create a page from your site on Google Sites for each document or artifact you want to insert and link it to the menu.✓ Write a reflection on this page about the document and the skills you have developed (or the goals you have achieved) with the activity that generated this document and what new goals you want to achieve.✓ Review and update your portfolio using the assessment rubric. <p>Final presentation</p> <ul style="list-style-type: none">✓ In the end, analyse all the examples and reflections you have put into your portfolio.✓ Review all the pages, documents, and artifacts you have published and write a final reflection on the competences you have developed, selecting some examples that best represent your performance.✓ Create an eventual page with future perspectives where you present some learning goals.
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Assessment with a Digital Portfolio

Observations	<ul style="list-style-type: none">✓ It is suggested that students be warned not to include personal details such as addresses, telephone numbers, photos in the portfolio.✓ The use of Google Sites for the organization of the digital portfolio requires the use of a <i>Gmail</i> account.✓ Schools can set up <i>Google Apps</i> accounts with their own domain name, where they can give all students and teachers access to a variety of tools, including a <i>Gmail</i> account. https://get.google.com/apptips✓ Each user can use their <i>Gmail</i> account to activate other Google services, such as <i>Google Drive</i>, where they can store files and use a wide range of applications, such as <i>GoogleDocs</i>.✓ For discussion between the teacher and students about the goals, organization and assessment of the digital portfolio can be used <i>Google Groups</i>, accessible with the <i>Gmail</i> address.✓ The tool and the rubric suggested below assumes an age level over 13 years. It can be adapted according to the age level and the use of another tool.
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Assessment with a Digital Portfolio - Rubric Suggestion				
	Level			
Criteria	Beginner/emerging	Developing	Proficient	Exemplary
Organization and navigability	Confusing organization, lacking elements of the predefined structure. Difficult navigability and with external hyperlinks without links to appropriate sites or sites that do not work.	Presence of predefined structure elements and with some navigation links. Presence of some external hyperlinks that do not work.	Clear organization and structure and flow in navigability. Most external hyperlinks are associated with adequate and functioning resources.	Very clear organization and structure, facilitating navigability. Presence of external working hyperlinks that are linked to adequate resources.
Selection of documents/artifacts	Inadequate selection of documents and artifacts (videos, photos, audio, images,...) considering the objectives of the digital portfolio. Absence of care with the copyright of images/articles used.	Some selected documents and artifacts (videos, photos, audio, images...) considering the objectives of the digital portfolio. Some care in the copyright of images/artifacts used.	Careful selection of documents and artifacts (videos, photos, audio, images...) included in the digital portfolio. The copyrights of the images / artifacts used were considered.	Selected documents and artifacts (videos, photos, audio, images,...) are related to the objectives of the digital portfolio and clearly exemplify the work done. Care has been taken with the copyright of images/articles used.
Reflexions	There are no reflections or are just descriptions that do not account for the evolution of learning achieved or the goals to be achieved.	The reflections are present and, occasionally, the descriptions explain the importance of the tasks performed and artifacts in learning, but do not point out goals for future learning.	The reflections express the importance of the tasks performed and the artifacts for future learning, although not always in a consistent way, and include some task related targets.	The reflections consistently express the importance of tasks and artifacts in learning and include targets for future learning.
Design	There is a certain randomness in the design, with some choices proving to be inconsistent with the goals of the digital portfolio.	The design meets the requirements, but some choices are unattractive given the objectives of the digital portfolio, revealing little originality.	The design translates intuition and efficiency from the point of view of the message. The options reveal some originality.	The design is attractive, consistent, and sophisticated, and reveals originality.

Source: Project @DIC

ASSESSMENT OF A MIND MAP

Competences	Comptences of Curriculum Domain
Digital Tool	<i>Mindomo</i> https://www.mindomo.com/
Assessment Means	Conceptual map
Assessment Instrument	Analytical Rubric (to be used by the teacher and made available in advance to students)

Teacher's task	<p>Guidelines to carry out the task</p> <ul style="list-style-type: none"> ✓ Create an account in <i>Mindomo</i> tool. ✓ Create the assignment by requesting i) the creation of a conceptual map, indicating the concept(s) to be taken into account, the resource(s) to be used by the students and the deadline for completing the task. Give the assignment a title. In the resources send a short document with the definition of conceptual map and the instructions for creating such a map. ✓ In the resources send a file with the rubric to be used for the assessment, adding the indications that will give rise to the classification (see Observations). ✓ Share with the students the access code to this assignment. <p>Progress follow-up</p> <ul style="list-style-type: none"> ✓ Follow the progress of the assignment by accessing the tool. Clear up any doubts and, if necessary, provide intermediate feedback. Use the asynchronous channel linked to the assignment and to each student. <p>Feedback</p> <ul style="list-style-type: none"> ✓ At the end of the deadline, access the map created by each student and evaluate their performance based on the rubric defined. ✓ Assign a grade to the map presented by each student, according to the specifications you have defined. ✓ Use the private communication channel, to send each student the grade and the corresponding rubric completed and other comments, if you consider it appropriate.
Student's tasks	<ul style="list-style-type: none"> ✓ Create an account in <i>Mindomo</i> tool (or log in using your credentials if you already have an account). ✓ Click in "Join assignment" and insert the code sent by the teacher. ✓ Read the instructions provided by the teacher. ✓ Study the topic, based on the reading and analysis of the resources indicated by the teacher, and plan the preparation of the map. ✓ Access <i>Mindomo</i> again and start creating your conceptual map. It will be immediately visible to the teacher. ✓ As you make your map, you can ask the teacher for clarification using the private communication channel. ✓ When finished, click on "Complete the assignment". The teacher will then know that he or she is considering his or her map complete.

ASSESSMENT OF A MIND MAP

Observations	<ul style="list-style-type: none"> ❖ The tool does not have the possibility to elaborate or fill in the rubric online. The tool is configured to classify the work once it has been completed. Therefore, it will be necessary to specify how the assessment made through the rubric can be transformed into a grading. To do this you can define a percentage (or a score) for each criterion and at the end you can calculate the grade based on the combination of the percentages given to each criterion with the level achieved by the student in the various criteria. ❖ By using the code indicated by the teacher, the student accesses the assignment and sees all the guidelines and information provided by the teacher, as well as the annexes. ❖ This example is proposed for individual achievement. The tool can also be used to create a group concept map. ❖ Each student only sees his/her own assessment. But the maps can be made visible to the other students. ❖ For more information on creating assignments see https://help.mindomo.com/assignments/mindomo-assignments/ ❖ The suggested rubric presents a criterion related to the development of digital competences. However, the teacher may choose to delete this criterion, if he or she wishes.
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ASSESSMENT OF A MIND MAP - Rubric Suggestion

Criteria	Level			
	Beginner 1	In progress 2	Acceptable 3	Exemplary 4
Identifying concepts or topics	Identifies few concepts/topics or does not identify the most relevant ones reflecting very limited understanding of the subject/knowledge.	Identifies a few relevant concepts/topics showing limited understanding of the knowledge/subject.	Identifies relevant concepts/topics reflecting mastery of knowledge/subject matter at some levels.	Identifies important concepts/topics showing mastery of knowledge/subject matter at the various levels.
Relational organisation of concepts or topics	The hierarchical organisation of concepts has limitations and a restricted number of links	The hierarchical organisation of concepts has limitations despite the existence of appropriate links.	Existence of clarity in the hierarchical organisation of the concepts with a reasonable number of links.	Existence of clarity in the hierarchical organisation of the concepts with a relevant and adequate number of links.
Connections and interrelationships established	The words or phrases in the connections are not very distinct and only vaguely describe the interrelationship between the concepts	The words or phrases in the links are distinct from each other and describe some interrelationships.	The words or phrases in the links use appropriate language and are distinct from each other.	The connections established use scientific language and translate a clear understanding of how all concepts/topics interrelate.
Multimedia content on nodes	No or barely adequate multimedia content.	Some illustrative multimedia content on some nodes, although not always the most appropriate	Illustrative and appropriate multimedia content on some nodes.	Illustrative and appropriate multimedia content on many of the main nodes and some derivatives..

Source: Project @DIC

Assessment of an essay

Competences	Written communication competences Argumentation, reflection and critical analysis competences
Digital Tool	<i>Assignment</i> (Google Classroom)
Assessment Means	Essay
Assessment Instrument	Analytical Rubric (to be used by the teacher and made available in advance to students)

Teacher's tasks	<p>Guidelines to carry out the task</p> <ul style="list-style-type: none"> ✓ Click on "<i>Assignment</i>" and use the "create" option, to generate a <i>GoogleDocs</i> document, where you must enter the guidelines for the activity. Enter a title. The guidelines also indicate the expected date to provide feedback to students. ✓ When setting up this document, choose the "Students can view file" option so that students can see the guidelines set for the activity. ✓ In the same Assignment tool, add the assessment rubric, filling in the respective fields. ✓ Set the date and time of delivery by the students. ✓ "Assign" the work to the students. <p>Feedback</p> <ul style="list-style-type: none"> ✓ On the scheduled date for the delivery of the essay, in the "<i>Assignment</i>" tool, click on the title of the activity to view the essays delivered by each student. ✓ Analyse each student's rehearsal and fill in the corresponding rubric. ✓ Add other comments, for each student, if you consider it appropriate. ✓ Give each student, through the same tool, the analysed essay and the completed initial.
Student's tasks	<ul style="list-style-type: none"> ✓ Under "<i>Assignment</i>", access the title of the activity indicated by the teacher and read the guidelines for carrying it out. ✓ Write the essay, in a file created by you, taking into account the initial for the assessment and the deadline for submission. ✓ When you have finished writing your essay, add it to the "<i>Assignment</i>" space, in the place of the title of the activity requested by the teacher. ✓ Within the deadline, send it to the teacher, in the same place, with the indication "mark as completed". ✓ When you receive the assessment, please read carefully what appears on the initial of your paper and the teacher's comments.
Assessment of an essay	
Observations	<ul style="list-style-type: none"> ❖ As an alternative to using <i>GoogleDocs</i> to explain the guidelines for the activity, you can add an external file or a file from the Drive. ❖ When you set the guidelines for the activity, if you think students should write the essay directly in <i>GoogleDocs</i>, click on the "Assign a copy to each student" option, as an alternative to "Students can view the file". ❖ The example considered here assumes that the student writes the essay in a separate document, which he/she sends to the teacher as an external file. If you have used the "create" option, the essay is automatically visible to the teacher. At the end of the deadline, the student must "mark as completed". ❖ The rubric is intended to be an example that the teacher can adapt to the area/discipline and age level.

Assessment of an essay - Rubric suggestion

	Level			
Criteria	Exemplary 4	Proficient 3	Developing 2	Beginner 1
Subject presentation	The subject is presented clearly, and the main ideas are supported by relevant and appropriate arguments.	The theme is well presented, the main ideas are made explicit, but not all are supported by pertinent and appropriate arguments.	The theme/subject is presented with some carefulness. It explains the main ideas but lacks arguments to support them.	The theme/subject is presented in a vague way and the main ideas are not clarified
Structure and organization	The text is well organized with an introduction on the objectives of the essay and its organization. The development follows a logical order, with the ideas articulated among themselves and presents conclusions consistent with the ideas and information presented.	The text is well organized and provides an introduction. The development follows a logical order, with the ideas articulated among themselves, but presents conclusions not always supported by the information presented.	The text is organized but does not contain an introduction on the objectives of the essay. The development does not always follow a logical order, presenting conflicting information punctually and the conclusions are not supported by the information presented.	The text has no introduction and lacks organization. The development has inconsistencies and does not present conclusions.
Writing	The text is well written, using diverse vocabulary in a clear and understandable style.	The text is well written, clear and understandable, although the vocabulary is occasionally not very diverse.	The text is understandable, although repetitive and punctually incorrect in grammar.	The text is confusing, with several grammatical errors that make it difficult to understand.
References	It correctly references all the sources used and makes the quotations according to the norms.	It correctly references the sources used but does not occasionally quote according to the norms.	It correctly references the sources but quotes with many inaccuracies.	It does not quote according to the norms and omits the references of the sources used.

Source: Project @DIC

AUTONOMY SELF-ASSESSMENT

Competences	Autonomy and personal development
Digital Tool	<i>Assignment</i> (Google Classroom)
Assessment Means	Self-assessment sheet
Assessment Instrument	Checklist to be used by students
Teacher's tasks	Guidelines to carry out the task

	<ul style="list-style-type: none"> ✓ Click on "<i>Assignment</i>" and use the "create" option to generate a document in Google Sheets, where you must insert the self-assessment form that appears at the end of this document, as well as the table entitled "Autonomy Assessment". Enter the title "Self-assessment of Autonomy". ✓ Indicate the activity as being without grading. ✓ Click on the option "Assign a copy to each student". ✓ Set the date on which the self-assessment activity to be carried out by the student ends. <p>Feedback</p> <ul style="list-style-type: none"> ✓ Clarify any doubts students may have about the objective of the activity and encourage them to do it during the period indicated using the comment space automatically added to the activity.
Student's tasks	<ul style="list-style-type: none"> ✓ Access "<i>Assignment</i>" and the activity entitled "Self-assessment of autonomy". ✓ At the end of each week indicated in the table, fill in each column with 1 or 0, depending on whether it is yes or no. At the end add the column corresponding to Yes and see all the points in that week. ✓ Check in the figure included in the "Self-assessment of autonomy" document your degree of autonomy in that week. ✓ At the end of the period indicated by the teacher, make a short comment about the evolution of your degree of autonomy, which also includes what you intend to do to become more autonomous.

AUTONOMY SELF-ASSESSMENT

Observations	<ul style="list-style-type: none"> ❖ The activity presented aims to provide the student with a means of verifying the evolution of their autonomous behavior. ❖ No form of grading is foreseen, as its objective is only formative, intending to enhance the student's self-regulation. ❖ The development of autonomy is a long process. For this reason, it is suggested that the student should have a relatively long period of time to go through weekly self-assessment. ❖ The same activity may be repeated in new subsequent periods if the teacher so wishes. ❖ It is suggested that the activity proposed to the student may only be visible to the student himself and to the teacher.
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Autonomy self-assessment sheet - Checklist

	Week from _____ to _____		Week from _____ to _____		Week from _____ to _____	
	Yes 1	No 0	Yes 1	No 0	Yes 1	No 0
In addition to the tasks requested by the teacher, I have done others on my initiative						
I asked questions						
I usually understood what was expected of me in the tasks to be performed						
I made good decisions						
I was able to find the information I needed to accomplish most of my tasks						
I was able to choose the materials I needed to perform most of the tasks						
I planned what I had to do before I did most of the tasks						

When I realized I was not working the best way I changed the way I did it						
I have submitted proposals to carry out work						
I accepted the criticisms that were made of my work because I realized that they help me to improve it						
I paid attention to the suggestions of teachers and colleagues						
Total						

Source: Project @DIC

Autonomy Self-Assessment

<p>Did you score 11 points? Congratulations! You are very autonomous</p>	
<p>Did you score between 7 to 10 points? You are autonomous But you can still improve</p>	
<p>Did you score between 4 and 6 points? You are becoming autonomous But you can improve a lot more</p>	
<p>Did you score less than 4 points? You are not autonomous You need to improve a lot</p>	

Source: Project @DIC