



# eTwinning Quality Label Framework Guidelines for evaluators 2021/22

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## Introduction

eTwinning has been acknowledging the work of teachers in projects since the very beginning with the availability of labels for quality and of course the European Prizes. However, over the years some misconceptions have arisen, particularly in relation to the National Quality Label, with some teachers regarding it as a reward to be gained for every project they do. As eTwinning enters a new phase, it is time to revisit the basic concept of what exactly a National Quality Label is for and how it is awarded.

The National Quality Label is, just as the title suggests, is for the quality of the work done by an individual teacher in a project. The project work of a teacher is evaluated by 2 elements:

1. what the applicant writes in the application form for the Quality Label to justify why they should be awarded.
2. The work of the teacher as demonstrated within the TwinSpace.

For this reason, it must be clear from the very start of work in a project just how the applicant, as one teacher among many, has contributed to the overall working team of the project. Sometime, in application we see that one common application is created which is then copied and pasted by all the participating teachers applying for the label. However, from this kind of application, it can be exceedingly difficult for evaluators to differentiate between the work of individuals and often lead to one teacher being awarded and another not.

Quality in a project is evaluated on 5 criteria

- Collaboration between partner schools
- The use of ICT
- Pedagogical Innovation
- Curricular Integration
- Results and Dissemination

In the application the teacher must be able to demonstrate how their involvement with the activities of the project have contributed to these areas.

Some teachers, in the past years, have done many projects over a year and have applied for National Quality Labels for all of them. However, this practice can call into question the whole idea of what quality actually is; a well thought out project idea, researched and planned according with the 5 criteria, with a clear role for each teacher involved.

To emphasize the role of quality in a project, the application process has changed and in the 2021/2022 school year, only **four projects** per teacher will be evaluated. So, although a teacher may do many projects, only four will be considered, so the advice is that each applicant chooses wisely, before they apply and pick what they consider the projects that demonstrate the quality of their work in the 5 criteria.

## Erasmus+ Projects and eTwinning

If you are working on an Erasmus eTwinning project, use the TwinSpace to continue working with your partners in online activities (before, during and after the mobilities). Apply for a Quality Label, **only once when** your Erasmus project comes to an end. An Erasmus+ project **should have only one TwinSpace**.

## Applying the rubrics

In the best projects the rubrics are easy to apply, however there are some scenarios where it becomes difficult to assess the quality of the input per teacher, remembering that the Quality Label is awarded to an individual teacher for their contribution to the overall work of the project.

Here are some examples

1. Projects involving a large number of teachers. Such projects are often very superficial, but of course create a 'feel good' element for the pupils. These can be exchanges of postcards or photos often relating to a special celebration or festival. While enjoyable and easy to do it is difficult to see the real pedagogical worth of such projects.
2. Projects where every post in the TwinSpace is done by one teacher. Now it may be that at the start of the project there is the production of an agreed workplan, where one teacher looks after the TwinSpace. However there has to be evidence of the work done by other teachers in project discussions, project activities, project outcomes
3. Projects with very young pupils or special needs pupils. **This is where the experience and common sense of the evaluator comes into play.** Although such projects are largely teacher driven, there can be opportunities, even for very young pupils to make choices, decisions and vote on aspects of the project. Look for the evidence around such actions. It is worth remembering that there may be sub criteria where it is not possible for such projects to gain maximum points. However, if it is a well organised project, they should be able to score highly in other sub criteria.

**Please note** that the first 2 criteria in the rubric (Collaboration between Partner Schools and the use of ICT) contain subsections where a **minimum score** is needed in order to get the label. Our advice is that if a project clearly does not reach the minimum in **either of these** subsections, the label application is rejected, and you do not need to go further in the evaluation

### Scoring:

The scoring is simple. You give a mark for each subsection. The subsection scores are added together and divided by the number of subsections to obtain the mean score for each subsection. The totals of each subsection are then added together to give the final score. **The spreadsheet does all these calculations for you automatically.**

Top Score = 25

Minimum required to obtain the label = 13 **provided that the applicant has succeeded in all the relevant subsections criteria 1 and 2.**

**Remember** that the first 2 criteria in the rubric (Collaboration between Partner Schools and the use of ICT) contain subsections where a **minimum score** is needed in order to get the label. These are clearly colour coded

To be eligible for a **European Quality Label** the score **must be above 20**

## The Framework Rubrics

1. Collaboration between partner schools		
<p>Collaborative activities go beyond communication: the partner teachers and pupils are not just recipients of information; they are team members, co-authors and co-creators. Collaboration means that both classes need the contribution of their partner class to complete the activity. Some examples of collaborative final products are: a newspaper, a report, a collaborative summary of all the subjects worked on during the project, a collection of letters written on a given theme, a cookbook, a collection of poems, a fictional work (mystery novel, fairy tale, cartoon, movie...), etc. This list is not exhaustive as there can be many more examples. Mixed - nationality teams are a very effective best practice for collaborative work (small group from one class + small group from another class = mixed - nationality team). <b>In the assessment of the project and the interpretation of this grid, circumstances such as age, context and educational needs of the pupils must always be considered. Minimum score of 3 is needed in 3b. In relation to 3a &amp; 3b, the degree of mediation by teachers must be appropriate to the age and abilities of the pupils and suitable for promoting pupils' collaboration even among the youngest age group. This can be done by video communication between classes where they chat about objects or where they choose aspects of each other's' work to be included in the final outcomes.</b></p>		
1a: Strategies for coordination among teachers		Score
1	The teacher takes no part in coordination beyond agreeing with the project description. There is no published work plan or other evidence of coordination.	1
2	There are occasional teacher posts in the project diary, forum, or other spaces, <b>but there is no interaction among them.</b> There is no published work plan or other evidence of coordination.	2
3	There are occasional teacher posts in the project diary, forum, or other spaces. <b>There is interaction among teachers</b> , but it doesn't have any particular relevance for the implementation of the project. There is published work plan or other evidence of coordination.	3
4	The teachers use shared spaces to comment on the development of the project (finishing assignments, receiving materials, etc.), <b>but there is not an explicit detailed published work plan or detailed evidence of coordination</b> (e.g., in the shape of a calendar or similar that includes, when applicable, task allocation). The roles or responsibilities of each teacher are clearly outlined but cannot be followed in the work of the project).	4
5	The teachers use shared spaces to comment on the development of the project (finishing assignments, receiving materials, etc.). <b>There is an agreed and detailed work plan or other detailed evidence of coordination</b> (e.g., in the shape of a calendar or similar that includes, when applicable, task allocation) that is shared on a common space. There is evidence that the teacher actively uses this plan for the development of the project. The roles or responsibilities of each teacher are clearly outlined and may be followed in the work of the project).	5

1b: Strategies for online collaboration among pupils (NB. minimum score of 3 required to obtain the QL)		Score
1	No collaborative activities are envisaged in the objectives of the project. There is no communication or interaction among pupils. Collaboration and other interactive activities may have taken place at own class level among pupils, but not with partner schools. (with teacher assistance)	1
2	Collaborative activities are organised in parallel in accordance with the objectives of the project., The pupils' productions are available for all the others to view but there are no interactive activities between groups of pupils from different schools.	2
3	Collaborative activities are organised in accordance with the objectives of the project and the pupils' productions are available for all the others to view. There are interactive activities among pupils from different schools (chats, videoconferences, forum threads...), with some feedback (or teacher mediated feedback) on the process and outputs. The degree of mediation by teachers is appropriate to the age and abilities of the pupils and suitable for promoting pupils' collaboration.	3
4	Pupils or groups from different schools, work on a common product, but they do it in a sequential or independent way; the tasks are clearly allocated by country/partner school. There has been interactive activity in the discussion forum and agreement on the content, format, and presentation of the work. The degree of mediation by teachers is appropriate to the age and abilities of the pupils and suitable for promoting pupils' collaboration.	4
5	The majority of the activities are organised collaboratively so that pupils of different schools/nationalities interact with debate, discussion and compromising, working towards achieving a common goal. The degree of mediation by teachers is appropriate to the age and abilities of the pupils and suitable for promoting pupils' collaboration.	5
1c: Creating common products		Score
1	There is no connection between the products created in the different schools.	1
2	School productions are carried out independently from each other. Notwithstanding, they are connected in terms of form and contents. If there are differences, they <b>are not explained</b> in the project plan.	2
3	School productions are carried out independently from each other. Notwithstanding, they are connected in terms of form and contents. If there are differences, they <b>are explained</b> in the project plan. The degree of mediation by teachers is appropriate to the age and abilities of the pupils and suitable for promoting pupils' collaboration.	3
4	Some products show a certain degree of coordination between groups in different schools; for instance, a piece of information produced in a certain school is used to develop another school's product or activity, or the products of different schools are complementary. Even though they are separate units, the final products of the same activity show coherence. The degree of mediation by teachers is appropriate to the age and abilities of the pupils and suitable for promoting pupils' collaboration.	4
5	The majority of products are the result of contributions made by groups or individual pupils from different schools. One school's productions are integrated in the work of another school where they are used as a means to complete the partner's tasks (such as the "travelling book") or for processing the received information. By doing so, no group or pupil can be considered as the sole author of the productions. The degree of mediation by teachers is appropriate to the age and abilities of the pupils and suitable for promoting pupils' collaboration.	5

2. The use of ICT		
<p>Technology can give an added value to the project. ICT tools should be used in such a way that they ensure the success of the pedagogical objectives of the project and show a responsible use of technology. This criterion focuses the good adaptation of technology as a facilitator of authentic interaction and collaboration between the project partners, as well as of the creation of content. The integration of ICT tools offers opportunities to build both digital skills and digital citizenship competencies. All issues related to privacy and security are taken into account, and the partners use copyright-free material and resources. <b>In the assessment of the project and the interpretation of this grid, circumstances such as age, context and educational needs of the pupils must always be considered. In work with the young age groups/special needs pupils, the teacher plays the main role in guiding the use of these tools by the pupils.</b></p>		
2a: The choice and use of ICT (all digital technological tools) (NB. minimum score of 3 required to obtain the QL)		Score
1	ICT is used in the project, but mainly by the teachers.	1
2	Teachers help pupils to use age/ability-appropriate ICT tools to learn and practice basic skills, but the use of ICT <b>does not support</b> the pedagogical objectives of the project.	2
3	Teachers help pupils to use age /ability -appropriate ICT tools to learn and practice basic skills. Additionally, the use of ICT <b>supports</b> the pedagogical objectives of the project.	3
4	Teachers help pupils to use age/ability -appropriate ICT tools to learn and practise basic skills. The degree of mediation by teachers is appropriate to the age/ability of the pupils and suitable for the specific activities in the attainment of the pedagogical project objectives. Additionally, <b>one</b> of the following circumstances is present: <ul style="list-style-type: none"> <li>a) There is a noticeable creative use of tools.</li> <li>b) Alternative tools are used for the same product.</li> <li>c) Pupils are involved in proposing and choosing the tools.</li> <li>d) Pupils are provided with tutorials and guides in order to help them get to know the tools and become more independent when using them (pupils use tools autonomously).</li> </ul>	4
5	Pupils have used age/ability -appropriate ICT tools to support the pedagogical project objectives and have actively participated in the construction of a digital product with an adequate degree of mediation by teachers. Additionally, <b>two or more</b> of the following circumstances are present: <ul style="list-style-type: none"> <li>a) There is a noticeable creative use of tools.</li> <li>b) Alternative tools are used for the same product.</li> <li>c) Pupils are involved in proposing and choosing the tools.</li> <li>d) Pupils are provided with tutorials and guides in order to help them get to know the tools and become more independent when using them (pupils use tools autonomously).</li> </ul>	5
2b: TwinSpace management		Score
1	The TwinSpace is <b>not used</b> by the teachers that would enable member management, communication, and publication.	1
2	The TwinSpace is <b>used, but only teachers</b> have access to it. Access means to enter or, in the case of very young or special needs pupils, to view the contents of the twin space	2
3	Pupils (with the adequate mediation of teachers) and teachers have access to the TwinSpace. The sections designed for communication, posting, storage, etc. are not used systematically and the development of the project cannot be followed.	3
4	All participants have access to the TwinSpace (with the adequate mediation of teachers). A systematic use of the different sections is noted and the way the TwinSpace is organised makes the project generally easy to follow.	4
5	All participants have access to the TwinSpace (with the adequate mediation of teachers). The sections are used efficiently, and they're organised in such a way as to make the project very easy to follow; This allows the viewers to browse with ease through the different activities and results whenever they want to visit a specific section. In addition, there is a correct management of the different users: teachers, pupils, administrators, invitations to families, management, and expert teams, etc.	5

2c: GDPR, copyright and eSafety issues (NB. minimum score of 2 required to obtain the QL)		Score
1	<p>The project demonstrates that <b>one of the following elements</b> is present</p> <ul style="list-style-type: none"> <li>a) All behaviour adheres to the <a href="#">Core principles section</a> of the eTwinning's Code of Conduct.</li> <li>b) Images of pupils and personal data when published, are treated in accordance with the eTwinning's Code of Conduct</li> <li>c) All communication in the project between pupils is clear and transparent within the TwinSpace. The use of personal communication channels among pupils such as WhatsApp is avoided for the work of the project, particularly with pupils who are minors</li> <li>d) All the work environments used are safe and appropriate for children</li> <li>e) The materials used in the project (videos, images, music, texts, etc.) adhere to their copyright licenses and all sources are cited.</li> </ul>	1
2	<p>The project <b>demonstrates A, while 1 additional element</b> is present.</p> <ul style="list-style-type: none"> <li>a) All behaviour adheres to the <a href="#">Core principles section</a> of the eTwinning's Code of Conduct.</li> <li>b) Images of pupils and personal data when published, are treated in accordance with the eTwinning's Code of Conduct</li> <li>c) All communication in the project between pupils is clear and transparent within the TwinSpace. The use of personal communication channels among pupils such as WhatsApp is avoided for the work of the project, particularly with pupils who are minors</li> <li>d) All the work environments used are safe and appropriate for children</li> <li>e) The materials used in the project (videos, images, music, texts, etc.) adhere to their copyright licenses and all sources are cited.</li> </ul>	2
3	<p>The project <b>demonstrates A, while 2 additional elements</b> are present.</p> <ul style="list-style-type: none"> <li>a) All behaviour adheres to the <a href="#">Core principles section</a> of the eTwinning's Code of Conduct.</li> <li>b) Images of pupils and personal data when published, are treated in accordance with the eTwinning's Code of Conduct</li> <li>c) All communication in the project between pupils is clear and transparent within the TwinSpace. The use of personal communication channels among pupils such as WhatsApp is avoided for the work of the project, particularly with pupils who are minors</li> <li>d) All the work environments used are safe and appropriate for children</li> <li>e) The materials used in the project (videos, images, music, texts, etc.) adhere to their copyright licenses and all sources are cited.</li> </ul>	3
4	<p>The project <b>demonstrates A, and the 3 additional elements</b> are present.</p> <ul style="list-style-type: none"> <li>a) All behaviour adheres to the <a href="#">Core principles section</a> of the eTwinning's Code of Conduct.</li> <li>b) Images of pupils and personal data when published, are treated in accordance with the eTwinning's Code of Conduct</li> <li>c) All communication in the project between pupils is clear and transparent within the TwinSpace. The use of personal communication channels among pupils such as WhatsApp is avoided for the work of the project, particularly with pupils who are minors</li> <li>d) All the work environments used are safe and appropriate for children</li> <li>e) The materials used in the project (videos, images, music, texts, etc.) adhere to their copyright licenses and all sources are cited.</li> </ul>	4
5	<p>The project <b>demonstrates A, and the 4 additional elements</b> are present.</p> <ul style="list-style-type: none"> <li>a) All behaviour adheres to the <a href="#">Core principles section</a> of the eTwinning's Code of Conduct.</li> <li>b) Images of pupils and personal data when published, are treated in accordance with the eTwinning's Code of Conduct</li> <li>c) All communication in the project between pupils is clear and transparent within the TwinSpace. The use of personal communication channels among pupils such as WhatsApp is avoided for the work of the project, particularly with pupils who are minors</li> <li>d) All the work environments used are safe and appropriate for children</li> <li>e) The materials used in the project (videos, images, music, texts, etc.) adhere to their copyright licenses and all sources are cited.</li> </ul> <p><b>In addition</b>, clear and specific behaviour rules and standards are established for teachers and pupils and are accessible for all in the public space of TwinSpace. The license requirements concerning all the materials that were used are satisfied. Sources of copyright-free or free license materials may be offered, together with clear and specific instructions on how to use those materials.</p>	5

3. Pedagogical approaches		
<p>The teachers in the project have tried out a variety of pedagogical methods with their pupils to achieve their objectives during the project such as posing driving questions for the pupils, carrying out research and analysis, organising collaborative teamwork, allowing the pupils to choose the ways to find and display information, etc. <b>Depending on the context and age/ability</b> of pupils, etc. the situation should be such that the pupils are encouraged to become the main force in the project, creative, responsible, autonomous, and not merely be in the position of carrying out the ideas of the teacher. <b>In the assessment of the project and the interpretation of this grid, circumstances such as age, context and educational needs of pupils must always be considered. The objectives set should be age appropriate and suitable for the age and ability of the pupils concerned.</b></p>		
3 a: Setting educational objectives		Score
1	Educational objectives are not set.	1
2	Educational objectives are set, and they are <b>one</b> of the following: specific, relevant, achievable, time bound, measurable.	2
3	Objectives are clear and they are <b>two</b> of the following: specific, relevant, achievable, time bound, measurable.	3
4	Objectives are clear and they are <b>three</b> of the following: specific, relevant, achievable, time bound, measurable.	4
5	Objectives are clear and they are <b>four</b> of the following: specific, relevant, achievable, time bound, measurable: <b>Additionally, a clear evaluation process has been put in place.</b>	5
3b: Pedagogical approaches and teaching proposals		Score
1	Pupils do not participate in the project.	1
2	The project is based on <b>lecture-type lessons</b> in which pupils have a mainly <b>passive role</b> . Pupils' autonomy and decision making <b>are not envisaged</b> . The <b>decisions are made by teachers</b> and the final products are very much <b>influenced or created by teachers</b> . Pupils make decisions for <b>simple tasks</b> e.g., <b>voting to choose a logo</b> , but this <b>scarcely</b> occurs, and it is <b>not the result</b> of debate or discussion involving pupils. The expected final products are very structured, and the <b>teacher develops them</b> .	2
3	The project is based on <b>activities</b> in which pupils have an <b>active role</b> . However, there is no <b>variety in the methodology and techniques used</b> . Pupils' autonomy and decision making are <b>rarely envisaged</b> . The <b>decisions are made by teachers</b> and the final products are very much <b>influenced or created by teachers</b> . Pupils make decisions or are involved in decision making for <b>intermediate tasks</b> e.g., <b>comparing information</b> , and it is the result of debate or discussion involving pupils. The expected final products are very structured, and the <b>teacher develops them after discussion with the pupils</b> .	3
4	The project is based on a <b>variety of activities</b> , while <b>appropriate methodology and techniques</b> are used in order pupils to have an <b>active role in their learning</b> . Pupils' autonomy and decision making are <b>envisaged throughout the whole project</b> . The <b>decisions are collaboratively made by teachers and pupils</b> , and the final products are <b>collaboratively created</b> . Pupils make decisions or are involved in decision making for <b>advanced tasks</b> e.g., <b>collaborate to achieve one or more product(s)</b> . The expected final products are very structured and are <b>collaboratively</b> developed by the <b>teacher and the pupils</b> .	4
5	The project is based on a <b>series of interconnected activities</b> , while appropriate methodology and techniques are used to promote pupils' autonomy and decision making for <b>taking ownership of their learning</b> . The <b>decisions are collaboratively made by teachers and pupils</b> , and the final products are <b>created by pupils</b> . Pupils make decisions or are involved in decision making <b>for structural tasks</b> e.g., <b>project theme, work organisation and activities</b> . The expected final products are very structured and are developed by <b>pupils with the support of the teacher</b> .	5

<b>4. Curricular Integration</b>		
<p>The project work is based on the school curriculum and syllabi. The main part of the project work performed by pupils is done during school time, the project is not based just on work done by the pupils at home. The project has clear strategic efforts to try to develop pupil competences as required in the various subjects. The project work is an integral part of the schoolwork in some subject/s. The <a href="#">8 key competences</a> for Europe are: Literacy, Multilingualism, Numerical, scientific and engineering skills, Digital and technology-based competences, Interpersonal skills, and the ability to adopt new competences, Active citizenship, Entrepreneurship and Cultural awareness and expression. <b>In the assessment of the project and the interpretation of this grid, circumstances such as age, context and educational needs of the pupils must always be considered. In 4c in particular the evaluation methods must be judged against their appropriateness for the pupils concerned.</b></p>		
4 a: Curricular integration in one or many subjects		Score
1	Neither the project description, nor the quality label application, nor any other document relates to the curricular integration of the project in one or more subjects.	1
2	Curricular objectives and contents are mentioned, but there is no clear connection between them and the project activities.	2
3	The project work and activities clearly deal with curricular objectives and contents, though the curriculum references might not be mentioned explicitly.	3
4	The project work and activities include curricular objectives and content. This is clearly described and in detail in the project description/ in the quality label application, or in any other document.	4
5	The project work and activities include curricular objectives and contents. This is clearly and thoroughly described in the project plan or other document. Additionally, the project is envisaged as a part of the official school or class planning. It is clear to what extent the curricular objectives have been achieved through the work of the project	5
4b: Multidisciplinary approach		Score
N/A		N/A
1	Multidisciplinary elements do not appear in the project.	1
2	Some elements of a second subject/discipline are introduced but there are no clear objectives.	2
3	Multidisciplinary elements are introduced but they are not aligned with the project objectives- However, the multidisciplinary elements are not aligned with the project's objectives.	3
4	Multidisciplinary elements are introduced according to the objectives of the project.	4
5	The project involves different subjects at the same school. This multidisciplinary approach is reflected in the project contents and objectives in general as well as in the design of a number of activities. Final products relate to different fields of knowledge.	5

4c: Key Competences (Knowledge, Skills and Attitudes)		Score
1	Key competences are not mentioned or related to the project.	1
2	Key competences are mentioned, but there are no links between them and the rest of the project.	2
3	There is a link between some of the key competences and the general objectives of the project, but this is insufficiently described in relation to the contents and activities	3
4	There is a clear link between key competences and skills, in the objectives, contents, and activities of the project. This link is described in detail.	4
5	There is a clear link between key competences and skills, in the objectives, contents, and activities of the project. This link is described in detail, and evaluation criteria are established in order to measure the development of these competences.	5

5. Results and documentation		
<p>The results and impact of an eTwinning project should be documented so that evidence is given about the outcomes and organisation of the project. High quality projects excel in a complete and transparent overview of all the elements of the project, so that project partners as well as other people interested, can learn from it. The <b>documentation</b> involves both visible, tangible results. <b>Visible results include</b> · <b>Project Results</b> such as created products, both digital and non-digital · the <b>Activities and Involvement of pupils</b>, both in the classroom as online (TwinSpace) · <b>Project documentation</b> (planning, evaluation &amp; reflection, feedback etc.) <b>In the assessment of the project and the interpretation of this grid, circumstances such as age, context and educational needs of the pupils must always be considered. Evaluation. In evaluation of the project, there must be some analysis or interpretation by the teacher/s concerned. Cutting and pasting survey results directly is not sufficient to achieve a 4 or 5 in 5b).</b></p>		
5a: Achievement of the set objectives, activities, and outputs		Score
1	The project was designed in such a way that it could allow the participants to attain the set objectives; however, the outputs and activities <b>do not relate</b> to set objectives, due to shortcomings in the implementation and execution of the project.	1
2	The project was designed in such a way that it could allow the participants to attain the set objectives; <b>Less than half of the outputs and activities</b> do relate to the set objectives.	2
3	The project was designed in such a way that it could allow the participants to attain the set objectives; <b>At least half of the outputs and activities</b> do relate to the set objectives.	3
4	The project was designed in such a way that it could allow the participants to attain the set objectives; <b>More than half of the outputs and activities</b> do relate to the set objectives.	4
5	The project was designed in such a way that it could allow the participants to attain the set objectives. <b>All outputs and activities relate to the set objectives.</b> The degree of achievement of each of the objectives and final products is very well documented and explained in a structured manner.	5
5b: Project evaluation (cutting and pasting survey results is not evaluation)		
1	No type of evaluation is carried out.	
2	Project evaluation for teachers or for pupils is provided, or there is a description of an evaluation plan, but the results are <b>not visible</b> .	
3	Project evaluation for teachers or for pupils is provided, or there is a description of a joint evaluation plan, but the results are <b>visible but not analysed</b> .	
4	Project evaluation for teachers and pupils is provided, or there is a description of a joint evaluation plan. The results are <b>visible and have been analysed</b> .	
5	Project evaluation for teachers and pupils is provided, or there is a description of a joint evaluation plan. There is clear evidence of staged evaluation throughout the project. An analysis and reflection on the evaluation results is provided.	

5c: Dissemination		Score
1	The teachers and pupils are the only ones aware of the fact that they are involved in the project.	1
2	Teachers and pupils are aware of their involvement in the project. Some of the project's productions such as posters, charts, letters, etc. are displayed in the classroom. It is clearly pointed out that they are the results of an eTwinning project, but no effort was made to inform the rest of the educational community about it (in times of school closure, the information may be displayed in any suitable virtual or online setting).	2
3	In addition to the classroom display, <b>one of the following</b> circumstances is present: <ul style="list-style-type: none"> <li>a) Information on the project is provided during faculty meetings, department meetings, or similar. It is clearly pointed out that they are the results of an eTwinning project.</li> <li>b) Some project productions are displayed in common school areas and they are presented as the results of an eTwinning project.</li> <li>c) Pupils' parents/families are informed about the contents of the project through TwinSpace or other means.</li> </ul>	3
4	In addition to the classroom display, <b>at least two of the following</b> circumstances is present: <ul style="list-style-type: none"> <li>a) Information on the project is provided during faculty meetings, department meetings, or similar. It is clearly pointed out that they are the results of an eTwinning project.</li> <li>b) Some project productions are displayed in common school areas and they are presented as the results of an eTwinning project.</li> <li>c) Pupils' parents/families are informed about the contents of the project through TwinSpace or other means.</li> </ul> <p>The materials made public give an accurate overview on the project development. It is clearly pointed out that they are the results of an eTwinning project.</p>	4
5	In addition to the classroom display, <b>at least two of the following</b> circumstances is present: <ul style="list-style-type: none"> <li>a) Information on the project is provided during faculty meetings, department meetings, or similar. It is clearly pointed out that they are the results of an eTwinning project.</li> <li>b) Some project productions are displayed in common school areas and they are presented as the results of an eTwinning project.</li> <li>c) Pupils' parents/families are informed about the contents of the project through TwinSpace or other means.</li> </ul> <p><b>AND</b> the dissemination goes beyond the school environment and always makes it clear that the project is an eTwinning Project. This further dissemination includes <b>at least one of the following</b>:</p> <ul style="list-style-type: none"> <li>a) media appearances either in print, audio, or video</li> <li>b) using the project as part of training activities for teachers from other schools,</li> <li>c) presenting their project work in other events/applying for other awards,</li> <li>d) raising awareness within any local institutions involved in the project</li> </ul> <p>The materials made public give an accurate overview on the project development.</p>	5