



ATTAINMENT INDICATORS FOR THE EVALUATION CRITERIA IN THE SPANISH CURRICULUM ADOPTED IN THE I LOVE EUROPE PROJECT

**Royal Decree 310/2016, of July 29, which regulates the Compulsory
Secondary Education final assessments**

ATTAINMENT INDICATORS	PROJECT TASKS DEVELOPMENT
Describe what the European Union is and identify the benefits and responsibilities acquired by the Member States.	The core of the project was to learn about European values and what being European means and implies.
To carry out tasks or projects effectively; to have the initiative to undertake and propose actions, being aware of their strengths and weaknesses; to show curiosity and interest during their development, and to act flexibly, seeking alternative solutions.	Students had several tasks to carry out throughout the project, in which they had to make proposals, vote, take decisions on their own. Having material from students of other countries raised their curiosity incredibly.
Analyze other forms of life by seeking information from different cultures and selecting which cultural values are compatible with respect for each other's rights and which are not, in order to promote equality based on diversity.	This project was diverse, with collaborations and exchanges with several countries. This made students create a sense of equality, showed them diversity and made them understand that everybody deserves respect.
Participating in work teams to achieve common goals, assuming various roles effectively and responsibly; supporting partners, demonstrating empathy and recognising their contributions, and using equal dialogue to resolve conflicts and discrepancies.	Working in team has been the basic grouping in this project, based on responsibility, understanding and respect. Depending on the task, students also changed their roles, sometimes being more leaders and other times being more



<p>Reading texts in paper and digital support, using the strategies of understanding educational level readership and writing texts from the personal, academic, social or professional fields in various formats and media, caring for formal aspects, applying the rules of spelling and grammatical correction of the educational level to spread their knowledge in an organised manner.</p> <p>Participating in communicative exchanges, applying linguistic and non-language strategies; sharing information and digital content, using ICT communication tools, web services and learning virtual environments, applying good ways and avoiding bad practices.</p>	<p>followers.</p> <p>The use of Web 2 tools has been compulsory in this project and due to the difficulties that students have in their English learning process, they learnt to use strategies in order to understand the other groups texts and presentations. They also cared about their expositions and projects to make them understandable to the rest.</p> <p>The use of the ICT was decisive in this project. Students shared all the information by digital means and were careful about the way they behaved all the time, specially with the videoconferences, where they respected turns and different opinions and answers.</p>
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