**Project Assessment rubric.**

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| Student’s name: | | | | |
|  | **4 Excellent** | **3 Good** | **2 Fair** | **1 Needs to improve** |
| **CREATIVITY & ORIGINAL WORK** | The contents and  way of presenting  the students'  outcomes are really original. | The contents  and way of  presenting  students' work  are quite  original. | Students need  help to get some  ideas about how  to produce  original  outcomes. | Students copy  ideas from other  groups in relation to the contents or way of presenting them. |
| **MUSICAL** **AWARENESS** | Students describe and give relevant information about musical language included in the musical manifestations and context, including their personal reflections. | Students describe and give relevant information about musical language included in the musical manifestations and context. | Students describe some information about musical language included in the musical manifestations and context. | Students do not describe information about musical language included in the musical manifestations and context. |
| **GRAMMAR CORRECTNESS & VOCABULARY ADEQUACY** | There are not any  grammar mistakes  in students' written  and oral  messages. The  vocabulary used  is adequate to the  topic. | Some grammar  mistakes are  found in  students' written  and oral  messages.  Most of the  vocabulary used  is adequate to  the topic. | Students make  some grammar  mistakes but  their messages  can be  understood quite  clearly. A few  words related to  the topic are  used. | Students'  messages contain  a lot of grammar  mistakes that  make the understanding difficult  Students hardly  use key vocabulary. |
| **PRONUNCIATION, FLUENCY & INTONATION** | Students'  pronunciation is  very good and  they are very  fluent in their oral  messages. Their  intonation is very  adequate to the  conversational  context they are  in. | Students'  pronunciation  and fluency are  quite good. Their  intonation is  adequate to the  conversational  context they are  in. | Students have  some difficulties  in showing  fluency. Pronunciation  can be improved  on some  occasions.  Intonation is  hardly adequate  to the conversational  context. | Students do not  show themselves  as fluent speakers. They  need a lot of  previous practice.  Pronunciation is  not good at all  and their  intonation is not  adequate to the  conversational  context. |
| **PARTICIPATION** | Students always cooperate and give feedback in their group and to other groups. | Students usually cooperate and give feedback in their group and to other groups. | Students have some problems to cooperate or give feedback. | Students don’t cooperate well and don’t give feedback. |
| **LEARNING PROGRESS** | Students recorded all their learning progress during the project including their personal reflections. | Students recorded all their learning progress during the project. | Students recorded some of their learning progress during the project. | Students didn’t record t their learning progress during the project. |

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