



IMPLEMENTATION ASSESSMENT

Integration of Disciplines

This project allows working on curricular skills of:

Experimental Science	■	■	■
Social Science	■	■	■
Technology & Engineering	■	■	■
Arts	■	■	■
Mathematics	■	■	■

To carry out the project, the work in each discipline is:

	CE	CS	TE	A	M
Not mentioned or marginally worked (Level 0)	■	■	■	■	■
Can be approached independently (Level 1)	■	■	■	■	■
You need to work on it to carry it out (Level 2)	■	■	■	■	■
It is necessary to establish connections with other subjects (Level 3)	■	■	■	■	■
The limits of this subject vanish and it merges with others (Level 4)	■	■	■	■	■

Yellow level

I believe that I have covered several competencies of my subject in this project and I can generate a score of the degree of acquisition of the standards for my students

Yellow level

Carrying out the project has required the coordination of the teaching staff. We have seen the interrelations between the concepts of their subject and those of other topics.

Educational Process

The problem is realistic (from the children's perspective) ■ ■ ■

Students explore different solutions using Project-based learning ■ ■ ■

The learning process involves students actively ■ ■ ■

Children discover new knowledge by themselves ■ ■ ■

The motivational context is enough to get children's attention ■ ■ ■

Students gain knowledge and skills solving a real problem ■ ■ ■

The project allows students to cover plenty of the mandatory curriculum ■ ■ ■

Yellow level

The students have connected with the proposed situation and it has seemed realistic to them.

The groups have reached different final results by various ways. Not all productions are similar

The students have been active and busy most of the time. They have hardly had any downtime.


There has hardly been any general explanations and the project has not been a mere implementation of known content. They have discovered the content themselves.


The students have wanted to solve the proposed problem.


Students have expanded their knowledge in an integrated way with competencies, increasing both dimensions.


The project has not been a review or practice of topics already covered, but a way of addressing new elements of the course curriculum.


Integration of Children

Children collaborate with others (collaborative-learning) 

Children need one-another to carry out the activities 

The grouping recommended in the guide is adequate for the tasks 

The project can be adapted to the Country, school, group, each child 

Students reflect on their team's work and on their own performance 

Yellow level

Group work has been essential for the development of the project and has encouraged peer learning.


The teams have needed all their members to advance. No group has ever had a "lone ranger" do much of the work.

The grouping recommendations were adequate and have favored the development of the project.

The adaptation of the project has been simple and it has not been necessary to carry out major individual modifications.

The students have reflected on their learning and their own individual and group work, which will allow them to improve these aspects in future occasions.

Body & Mind integration

There is a good hands-on brains-on balance 

Children discover new knowledge by experimenting 

Hands-on work leads critical thinking and on-topic discussions 

Children will be able to apply their learning in other settings 

Yellow level


The manipulative tasks that have been carried out have been balanced with deep reflection, alternating and / or simultaneously.

The students have been able to learn by themselves much of the content through the development of the project.


During the manipulative activities, the student's thinking was aligned with the task, leaving no choice for mental avoidance.

Students have deepened their understanding of the topics covered and could apply many of the learnings from this project in other contexts.

Process Orchestration


Children interact with their teacher 


The teacher mainly acts as a coach 

The Useful Question's section provoke deepful thinking 

The teacher has a clear view of his/her goals 

The activity promotes self-management 

Teachers can handle the time requirements in the schedule 

The suggested formative assessment encourages the learning process 

Yellow level

Students knew when to ask for help and seek teacher feedback and these exchanges have enriched their learning process.

The teacher has been able to remain most of the time as a companion of the students who redirects and helps them, but does not lead the process.

The proposed useful questions were sufficiently open and have provoked rich and deep discussions and reflections.

At all times in the process, the teacher felt that he knew what was happening in the classroom and why.

There have been times when students forget that the teacher was in the classroom and could have continued working focused on work.

The time dedicated to the project has varied by 10% with respect to the initial forecast. (Does not apply if enlargements / cuts have been made)

The students have been able to include the feedback received in their work, reflect on it and achieve progress in their learning.

Levels of Knowledge & Knowledge Transfer

Children will be able to apply the CT skills they learn:

Only if CT is presented without context (e.g. look for this pattern)

Only in the same situation (e.g. given some data, look again for a pattern)

If we make a reference to the activity (e.g. given some similar data)

In general contexts (e.g. instinctively use the "look for patterns" strategy)

In an abstract setting (e.g. Deeply understand Pattern Recognition)

Adaptation to different contexts/settings and Countries

The project can be adapted to the Country, school, group, each child

The project can be aligned with your national curriculum

The project gets the most out of the ICT resources you have available

Computational Thinking Skills developed

Data collection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data representation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem decomposition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pattern Recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debugging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Abstraction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Algorithms and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Automation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parallelization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generalization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>