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**Reviewers: Anna Martín Ribot**

**Name of the project: My ideal house!**

**Grade: 5<sup>th</sup> grade**

**School:**

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Points	4	3	2	1	0
<b>CONTEXT</b>					
The teacher knows the previous knowledge the pupils have about the topic.	X				
The teacher knows how competent students are in English.	X				
<b>CONTENTS AND CORE COMPETENCES</b>					
Tasks are aligned with competences & contents.	X				
The targeted English skills and competences ( <i>dimensions</i> ) are thoroughly covered and assessed.	X				
The project is interdisciplinary.		X			
<b>LESSON STRUCTURE AND SOCIAL ORGANISATION IN THE CLASSROOM</b>					
The project is focused on a central problem or question, at the appropriate level of challenge.	X				
The classroom features an appropriate mixture of individual and team work time.	X				
Well-balanced teams are formed in accordance with the nature of the project and pupils' needs.	X				
Management strategies (shared timing, scaffolding and assessment guidance, age-adapted rubrics...) are used to support student's autonomy and confidence.	X				
Pupils are given significant opportunities to take responsibility.	X				
<b>SPECIAL NEEDS AND DIFFERENT LEARNING PACES</b>					
The teacher uses a varied repertoire of tasks or strategies to help students to meet the core competences.	X				
<b>MATERIALS &amp; RESOURCES USED</b>					
Teaching language linked to classroom management routines (giving feedback, getting attention, recapping, tasks transitions...) has been carefully planned in advance.	X				
Language support and scaffolding materials have been created to help students complete the tasks successfully.		X			
A rubric or any other assessment tool for peer or self evaluation.			X		
Digital resources suitable to be used by children.	X				
Most of the materials used are own creations.	X				
The materials used meet students' needs and are very varied.	X				
The unit is written in formal English without mistakes.	X				
<b>FINAL PRODUCT</b>					
It meets the objectives of the project and is meaningful for the pupils.	X				
It is targeted to an authentic addressee.	X				
<b>TIMING</b>					
The TU is structured through balanced sessions	X				
Students talking time is carefully planned in each of the TU sessions.		X			
Each task is planned according to a realistic timing.	X				
<b>ASSESSMENT</b>					
Formative assessment is used regularly, with a variety of tools and processes.	X				
Pupils' learning needs are taking into account when designing the assessment criteria and tools.	X				
<b>FINAL MARK 95 /100</b>					

**COMMENTS**

I consider this is a great teaching units that students will enjoy enormously!

They will feel that they are valued because they have to explain something which they are the only ones who know it (their family) and they also have to create something for their won, which I am sure they will be so excited about!

The sessions are very well organised and adapted to the needs and level of the students.

Congratulations, Marta!