

## Checklist for Assessing the CertiLingua® Project Documentation

Name:

Title:

grey = exclusion criterion

*“The project needs to be authentic, combines linguistic performance with content learning and is derived from the school’s curriculum. It is centered around a concrete question and requires the students to deal intensively and in a sophisticated way with a certain topic.”*

### CertiLingua Awarding Criteria and Measures of Quality Control

<b>Project</b>		
The face-to-face project took place in the last three years of school / upper secondary.	<input type="checkbox"/>	complies with requirements
The face-to-face encounter in the project is covered sufficiently.	<input type="checkbox"/>	
The project generally took place abroad for a minimum of several days.	<input type="checkbox"/>	
		Yes/ No
<b>Project idea</b>		
The role of the face-to-face encounter is explained.	<input type="checkbox"/>	complies with requirements
The project is explicitly linked to the school curriculum.	<input type="checkbox"/>	
The intercultural focus of the project is explained and has usually been developed before the beginning of the project.	<input type="checkbox"/>	
The origin and development of the project’s idea are explained.	<input type="checkbox"/>	
The student outlines to what extent he/she hopes to gain new insights in the project.	<input type="checkbox"/>	
		Yes / No
<b>Realization</b>		
The intercultural focus is linked to the realization of the project and is elaborated in the course of the project.	<input type="checkbox"/>	complies with requirements
The realization of the project is briefly described (where, when, how, who).	<input type="checkbox"/>	
The intercultural focus and the realization of the project provide thematic coherence. The project design and its realization are coherent.	<input type="checkbox"/>	
		Yes / No
<b>Reflection</b>		
The student explains to what extent the project has developed his/her European and international competences.	<input type="checkbox"/>	complies with requirements
The dimensions of the <i>CertiLingua Standards of Excellence in Intercultural Competences</i> , significantly covered in the project, are addressed.	<input type="checkbox"/>	
The student evaluates the realization of the project and critically reflects on his/her intercultural experiences.	<input type="checkbox"/>	
The student reflects on the extent to which the face-to-face encounter has created new insights.	<input type="checkbox"/>	
		Yes / No

## FORM

written documentation	<b>A</b>		
	Layout: The essay counts 8 pages at least (standard font, e.g. Times New Roman, 12, line spacing 1,5), full justification, coherent margin.	<input type="checkbox"/>	complies with requirements
	Completeness: cover with student's name, school and project title; structured table of contents and page numbers; statement of independent work, statement of publication, essay is available in digital form.	<input type="checkbox"/>	
	Languages: The project documentation has been written in one of the two CertiLingua languages on at least level B2 of the CEFR.	<input type="checkbox"/>	
			Yes /No

written and audio or audio-visual documentation	<b>B</b>		
	Layout: Minimum 4 written pages available in print and in digital form (standard font, e.g. Times New Roman, 12, line spacing 1,5), full justification, coherent margin. Video: about 5 minutes students' speaking time; handed in on a safe standard storage medium and in standard software format.	<input type="checkbox"/>	complies with requirements
	Completeness: cover with student's name, school and project title for both printouts and audio-visual parts; structured table of contents, statement of independent work, statement of publication for internal CertiLingua use.	<input type="checkbox"/>	
	Languages: The audio or audio-visual and the written parts provide enough language material to display language competences of at least level B2 of the CEFR in one of the CertiLingua languages.	<input type="checkbox"/>	
			Yes /No

The candidates demonstrate their B2 level language skills (or higher) and their development in intercultural learning. All CertiLingua standards are valid for all parts of the documentation and serve as orientation.

### Further agreements/understandings:

- The student can replace one or two parts of the project documentation (My Motivation, The Project Idea, The Realization and The Reflection) using audio or audio-visual supports.
- The student provides enough language material so that the B2 language level will be obvious.

- The audio or audio-visual and the written parts are coherent with regard to language, topic and use of media and are connected in a meaningful way.
- A minimum technical quality is required, but the technical and aesthetic execution will not be evaluated. It will be looked at as part of the level to which the audio-visual parts successfully transport the intercultural learning.
- The students may also add audio or audio-visual elements to the written project documentation.