



Erasmus+



Funded by the
Erasmus+ Programme
of the European Union

ACT | PROJECT

PORTFOLIO

Citizenship Experience

Citizenship project portfolio

What is the “Citizenship project portfolio”?

The portfolio is a personal document. It is part of the European project in which you are participating. The students of the partner countries who also participate in this project have the same portfolio.

It includes five sections :

1. A presentation of yourself and of your personal experience with citizenship.
2. A presentation of the citizenship project in which you are participating.
3. A page with the classroom expectations that you set in collaboration with your classmates and teachers
4. A “GANTT chart” in which you can list the activities that you will carry out for your class’s citizenship project as well as the timeline for each of these activities.
5. A skills booklet presenting the skills that you might acquire during the implementation of your citizenship project. It takes into account your self-assessment as well as the assessment of your skills by your classmates (peer assessment) and by your teacher(s).

What is the purpose of this portfolio?

The Citizenship project portfolio allows you to:

- present the work you will carry out for your class’s Act citizenship project;
- assess the skills you will develop during this citizenship project (self-assessment, peer assessment and assessment by your teachers) for the purpose of making progress on them during the school year.

About me

WHO I AM

Last name		Photograph
First name		
Date of Birth		
Nationality		
Educational Level		

THE CAUSES THAT ARE CLOSE TO MY HEART...

	Yes	No	Which ones?
Are there any social and/or civic issues that are of particular importance to you?			
Do you participate in any civic and / or social projects?			
Do you have any experience with volunteering in NGOs, non-profits, charities, etc.?			

MY ACT CITIZENSHIP PROJECT

Project title	
Project goal(s)	
Final product(s)	
Action plan	
Timeline	
My role	

Our classroom expectations





Please fill this page in with the **do's and don'ts** of how you and your classmates and teacher plan to work together during the school year. Once you have agreed on a final list, please write them or paste them onto this page and then sign and date it at the bottom.

Date : _____ Signature _____

Skills booklet




The following **assessment scale** should be used when performing self, peer or teacher assessments. Please refer to the **Evaluation criteria on pages 13 to 16** for more detailed information in this regard.

Proficiency level:

- 4 :  excellent mastery/expert level
- 3 :  good mastery/high level
- 2 :  under construction/apprentice level
- 1 :  low mastery, to be strengthened/beginner level

Please note that you will only be assessed on the categories that correspond to the role you have in your team and the tasks your team is responsible for completing. In addition, it is important to remember that gaining competences takes time. **You are not expected to be a master of everything.**

My skills progress

	PRE-ACT												POST-ACT																			
	SELF EVALUATION				PEER EVALUATION				TEACHER EVALUATION				SELF EVALUATION				PEER EVALUATION				TEACHER EVALUATION											
 VALUES The general convictions which inform the way one acts	[Progress bar]				[Progress bar]				[Progress bar]				[Progress bar]				[Progress bar]				[Progress bar]											
Recognizes that the dignity of each person is of equal importance regardless of their situation or personal status																																
Recognizes the universal nature of human right																																
 ATTITUDES The behaviours (actions, emotions, opinions) demonstrated in response to an individual, a group of individuals or a situation	[Progress bar]				[Progress bar]				[Progress bar]				[Progress bar]				[Progress bar]				[Progress bar]											
Exhibits breadth of views and curiosity about different beliefs and cultural practices																																
Demonstrates tolerance and respect towards convictions, cultural practices and opinions which differ from one's own																																
Demonstrates critical and reflective attitudes towards information, sources of information and their own convictions.																																
 Knowledge and critical understanding The information possessed on a topic and the capacity to understand and to use it	[Progress bar]				[Progress bar]				[Progress bar]				[Progress bar]				[Progress bar]				[Progress bar]											
Knowledge and understanding of the fundamental values that guarantee individual liberty and collective freedoms																																
Knowledge about the fight against discrimination, racism, anti-Semitism and all forms of extremism																																

Assessment charter

Objectives:

The self and peer assessment allows me:

- to know my strengths and what I need to improve;
- to participate in my assessment.

Methodology:

Step 1: preparation

- Many situations are possible : individually, I assess my work or the work of an other pupil ; collectively, my group assess the work of another group, etc.
- I need to know :
 - the work instructions given to the pupil or to the group that I have to assess.
 - I also need to have the work realized by the pupil or the group that I have to assess.

Step 2: assessment

- I review the work, taking account of the instructions that have been given.
- I ask questions to the pupil or to the group assessed in order to understand the work that has been realised.

Step 3: feedback from the pupil playing the role of assessor to the assessed pupil

- I explain to the pupil or the group that I assessed what was achieved, what was not achieved so well, and I propose ways to improve the work.
- The pupil or the group assessed asks questions, proposes ways to improve or deepen the work, thanks the pupil playing the role of assessor for his or her look at the work.

Principles:

- I always formulate my comments and remarks in a respectful way.
- Only the work is assessed: I must not put a value judgment on any other pupil.
- I undertake not to divulge the assessment of the pupil or the group without their prior approval.

My notes

My notes