Checklist of criteria for evaluating a new IC resource or activity

| **Indicators** | **Your comments** |
| --- | --- |
| **Allowing continuity**  Does the resource/activity allow for **continuous** assessment ?  As we will further explore, IC development is a construct that is built over time. Therefore, in order to be able to capture this progression, a series of such activities would ideally unfold over a longer period of time. |  |
| **Allowing observation**  Does this resource/activity allow you to become an **observer** of the process of IC development in your students?  *Additional reflexive questions:*  Does an activity that involves new ways to interact (*savoir-faire*) between students allow for **the development of this skill to be observed**?  Since *savoir* is mostly an **observable competency**, do the exams and quizzes used assess learners’ *savoir*? |  |
| **Encouraging curiosity, respect and conscious reflection**  Does the resource/activity trigger **curiosity, interest, respect for the unknown** as well as **conscious reflection** on interculturality, which are all relevant to assess *savoir-être*? |  |
| **Showing reliability**  To what degree the information you are gaining through observing this activity is a **reliable** measurementin relation to the learner evaluation rubrics established? |  |