ASSESS

Empowering Teachers to Design Innovative Assessment Tools in a Digital Era

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Rubrics for competence assessment

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INTRODUCTION

This document presents the rubrics used in the ASSESS project. The rubrics presented in this document are included in the student assessment tools and digital app developed in the framework of the project.

The skills, indicators and respective levels of achievement presented in this document were adapted from the work done by Sanchez, A. V., & Ruiz, M. P. (2008) *, and modified by the ASSESS team, to better suit the pedagogical goals of the project and the vision that the team promotes of student assessment. This work was also based on the review of the existing literature related to rubrics for the assessment of competences and relevant psychology theories such as Weiner's attribution theory and the Pygmalion effect.

This vision aims to respect individual diversity and inclusion in student assessment as a pilar for an inclusive and positive education. If you want to learn more about the psychology theories and the vision behind the project, you can consult the project's book: "Assessing students in the 21st century":

https://assess.nuclio.org/the-assess-book/

*Sanchez, A. V., & Ruiz, M. P. (2008). Competence-based learning. *A proposal for the assessment of generic competences. Bilbao: University of Deusto.* Available online: http://www.deusto-publicaciones.es/ud/openaccess/tuning/pdfs_tuning/tuning13.pdf

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CRITICAL THINKING					
INDICATORS	**DESCRIPTORS**				
	1	**2**	**3**	**4**	**5**
Showing critical spirit	Does not seem to question information, situations, or conditions of own life.	Visibly questions certain information and situations in own life.	Shows a critical attitude towards information received and the conditions of own life.	Explores and inquires the world around. Shows to be reflective about acquired information and own life.	Demonstrates to formulate personal judgements and evaluations based on systematic reflection.
Distinguishing facts from opinions, interpretations, evaluations, etc. in others' argumentation	Presents personal judgements or decisions based on opinions and personal interpretation as though they were objective facts.	Accepts without question judgments or decisions based on others' opinions and personal interpretation as though they were objective facts.	Questions judgments or decisions based on opinions and personal interpretation.	Proves to be able to distinguish objective facts from opinions and personal interpretations.	Demonstrates to recognize, question, and analyse judgements or decisions based on opinions and personal interpretation.
Actively participating in discussion	Remains passive during discussions.	Struggles to participate in discussions.	Actively participates in discussions.	Participates constructively in discussions, contributing to rich shared reflections.	Participates constructively in discussions serving as a reference to others.
Foreseeing the practical implications of decisions and approaches	Does not appear to be aware of the effects of decisions and proposals.	Appears to ignore the practical implications of decisions and proposals.	Proves to foresee the practical implications of decisions and proposals.	Analyses the pros and cons of the effects of decisions and proposals.	Adequately evaluates the pros and cons of decisions and proposals.
Reflecting on the consequences and effects of one's decisions on others	Does not seem to care or think about the consequences of personal actions on others.	Listens to others' observations and criticism but does not seem to reflect on them.	Seems to listen and reflect about the consequences and effects of personal actions on others.	Critically listens to others' opinions and recognises and accepts personal mistakes.	Asks for, weights, and considers others' feedback on personal conduct in a critical and constructive way.

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CREATIVITY					
INDICATORS	**DESCRIPTORS**				
	1	**2**	**3**	**4**	**5**
Contributing with suggestions for the ideas, situations, cases, or problems posed.	Does not contribute with suggestions or does not do so independently.	Contributes with limited suggestions and only when required to do so.	Actively contributes with own suggestions regarding problems or situations.	Generates a range of ideas and/or solutions to issues raised.	Generates a large quantity of alternative ideas, spontaneously and before required to do so.
Proposing ideas that are innovative as far as contents, development, etc. are concerned.	Hesitates to consider or to propose new ideas.	Proposes ideas that contain nothing new.	Proposes ideas that are innovative.	Suggests innovative improvements for processes in which takes part.	Is outstanding for innovative contributions.
Acknowledging different manners of doing things; being non-conformist.	Does not seem to question own situation or circumstances. Simply works according to established patterns.	Seems to question things but does not do anything to change its own situation.	Seems to realize that there are various ways to do things. Is somewhat nonconformist.	Questions the traditional ways of doing things and tries out new ways to bring about improvements.	Detects situations that can be improved and proposes innovative solutions.
Generating new ideas or solutions to situations or problem based on what is known.	Does not apply own knowledge to different fields.	Applies own knowledge in different fields but does not present new personal ideas as a result.	Presents valuable ideas or practical solutions that have worked in other contexts.	Generates new ideas/ analogies with other situations or problems experienced previously.	Generates valuable ideas or practical solutions that have worked in other contexts and adapts them in the other contexts.
Transmitting or conveying to others the new ideas generated.	Does not express new personal ideas.	Expresses personal ideas, however, with difficulty.	Expresses and conveys new personal ideas to others.	Shares new personal ideas and puts effort in making them understandable to others.	Shares new ideas in an understandable way that promotes a creative atmosphere.

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	INTERPERSONAL COMMUNICATION				
INDICATORS	**DESCRIPTORS**				
	1	**2**	**3**	**4**	**5**
Listening attentively	Does not seem to listen attentively. Tries to impose own ideas on others.	Appears to get distracted easily and does not seem to capture the entire message.	Shows focus and interest while listening to others.	Actively listens to others demonstrating to attempt full comprehension of others' ideas.	Actively listens to others while respecting their own time to show they are being listened to.
Saying what one thinks and feels on a subject.	Does not seem to express personal thoughts.	Does not take a stand and expressed messages are ambiguous.	Expresses thoughts and feelings about the subject at hand.	States thoughts and feelings freely, with clarity and assurance.	Is assertive. Makes it clear to others what is the personal position on the subject at hand.
Talking about things in an empathic and equal way.	Appears to evaluate and judge what others say frequently; acts in a defensive way.	Speaks with excessive sense of assurance and superiority.	Appears to avoid making value judgements or conveying a sense of superiority when speaking.	When communicating, takes others into account and supports them.	When communicating, promotes understanding and dialogue.
Asking questions to gain a better understanding.	Does not ask questions and seems to assume to have understood what others say.	Asks few questions in an inopportune or unstructured way.	Asks open questions as an effort to understand others' ideas and positions.	Asks questions that enable a natural flow, contributing to enlarge the conversation.	Formulates questions that improves the atmosphere or help the dialogue to move forward.
Expressing self clearly and accurately.	Self-expression is vague or unclear.	Expresses self hesitantly and without managing to convey ideas in a clear way.	Conveys ideas concisely when in familiar contexts.	Expresses ideas with ease and fluency in different contexts.	Shows a general outstanding easiness of self-expression and clear communication.

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COLLABORATION – TEAMWORK					
INDICATORS	**DESCRIPTORS**				
	1	**2**	**3**	**4**	**5**
Completing assigned tasks within the deadline as a group member.	Does not complete assigned tasks.	Partially completes assigned tasks or does so with delays.	Respects deadlines and reports on the progress of the assigned task.	Respects deadlines and the delivered work is a great contribution to the team.	In addition to completing assigned task well, the performed work facilitates the work of the other team members.
Participating actively in team meetings, sharing information, knowledge, and experiences.	Often absent / does not contribute to the group work.	Takes little part and contributes mostly at the request of others.	In general, is active and participative in group encounters.	Contributions foster participation and improved quality of team results.	Contributions are fundamental for teamworking and for the quality of results.
Collaborating in defining, organising, and distributing group tasks.	Does not collaborate in organizing the teamwork.	Accepts without questioning the work plan proposed by other members of the team.	Actively participates in the planification, organisation, and distribution of the teamwork.	Is organised and effective in planning, organizing, and distributing group tasks.	Fosters organisation of work by taking advantage of others' talents and know-how.
Focusing on and being committed to agreement and shared goals	Seems to focus on personal goals only.	Attempts to but struggles to integrate personal and shared goals.	Considers the group's goals and their own.	Participates in the clear definition of the group's goals, considering all members of the group.	Motivates and guides the group towards more challenging goals. Groups where they participate are noteworthy for performance and quality.
Considering the point of view of others and giving constructive feedback.	Appears to not listen attentively to classmates and to systematically underestimate them by imposing own opinions.	Attempts to listen but asks no questions and does not seem to consider others' opinions. Contributions are redundant and not very suggestive.	Accepts the opinions of others and knows how to give own point of view constructively.	Promotes constructive dialogues and inspires quality participation from other group members.	Integrates others' opinions into a higher perspective, maintaining an atmosphere of collaboration and support.

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PROBLEM SOLVING					
INDICATORS	**DESCRIPTORS**				
	1	**2**	**3**	**4**	**5**
Identifying a problem and taking the decision to address it.	Does not seem to realize when a problem exists.	Realizes that a problem exists but struggles to concretely identify it.	Actively identifies problems but remains passive toward them.	Easily identifies problems and assumes a proactive attitude toward them.	Identifies problems, concretely explaining how they do it, and demonstrate a proactive attitude to address them.
Asking questions to define the problem at hand.	Does not engage in the definition of the problem.	Occasionally asks questions to define the problem.	Asks appropriate questions to define the problem.	Is active in asking questions to define the problem.	Formulates key questions to define the problem and evaluate its importance.
Gathering relevant information from reliable sources, following a logical method of information analysis.	Does not gather information or the information gathered is irrelevant or unreliable.	Gathers relevant information, but sometimes incomplete or unreliable, and does not always follow a method of analysis.	Gathers the information needed and analyses it correctly.	Accurately selects valuable and reliable information and analyses it systematically.	Efficiently gathers relevant and reliable information and analyses it with an effective method and contributing thoughts.
Presenting different solutions to a single problem and evaluating the possible risks and advantages of each.	Does not present more than one solution for a problem.	Occasionally presents alternative solutions.	Presents some alternatives and a simple pros and cons analysis.	Presents a good analysis of available alternative solutions.	Chooses one or more effective solutions, based on the analysis of the different options.
Designing a plan of action for applying the chosen solution.	Does not propose solutions or the ones proposed are not based on a logical approach.	Proposes solutions but does not plan an application.	Is able to select solutions based on sound argumentation and is able to apply a plan based on the proposed solution.	Is able to propose multiple solutions and select according to sound argumentation and is able to apply a plan based on the proposed solution.	Is able to propose multiple solutions and select according to sound argumentation and is able to design and apply a plan based on the proposed solution.

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DIVERSITY* AND INTERCULTURALITY

INDICATORS	DESCRIPTORS				
	1	**2**	**3**	**4**	**5**
Accepting diversity as part of the human condition.	Seems to consider diversity as a barrier among people.	Seems to treat people differently, based on cognitive, gender, social and cultural differences.	Attitude towards others does not seem to be limited or influenced by cognitive, gender, social or cultural differences.	Establishes social relations without barriers or prejudice based on human diversity.	Adopts an equitable attitude, promoting a social environment that embraces human diversity.
Relating to people without distinction / prejudice of social and cultural background.	Manifests aversion towards people of diverse social or cultural backgrounds.	Shows some level of distrust /prejudice toward people and practices from different social or cultural backgrounds.	Shows respect towards people from different social and/or cultural backgrounds.	Establishes relations without being limited by other people's cultural or social differences.	Appreciates cultural and social differences and values people for their personal qualities.
Not discriminating people for reasons of cognitive, gender, social or cultural difference.	Seems to look down on people with cognitive, gender, social and/or cultural differences.	Shows some level of prejudice / discrimination towards people with cognitive, gender, social and/or cultural differences.	Acts with respect towards people with cognitive, gender, social and/or cultural differences.	Personal attitude shows acceptance for human diversity and other people's social practices.	Respects and puts effort into understanding the different social customs and behaviours of humans.
Establishing relations with different people for personal development.	Does not relate to people who are different than them due to prejudice.	Seems to assume that human relations should be based on cognitive, gender, social and/or cultural similarities.	Appears to relate to people regardless of their cognitive, gender, social and/or cultural differences.	Seems to appreciate diverse environments and to actively explore alternate views, thoughts, and ideas. for personal development	Actively promotes a rich and diverse human environment that promotes personal development for everyone involved.
Understanding the added value of human diversity.	Seems to consider cognitive, gender, social and/or cultural diversity as a justification for unequal access to social opportunities.	Seems to consider personal values as the only valid ones on which to base relationships.	Seems to listen to and interpret other people's values respectfully.	Personal attitude demonstrates an acceptance of other people's values.	Personal attitude demonstrates a balanced integration between personal values and those of other people around them.

* Considering the OECD 6 dimensions of diversity: (1) migration; (2) ethnic groups, national minorities, and Indigenous peoples; (3) gender; (4) gender identity and sexual orientation; (5) special education needs; (6) gifted students.

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ORAL COMMUNICATION					
INDICATORS	**DESCRIPTORS**				
	1	**2**	**3**	**4**	**5**
Taking part in speech situations.	Does not speak even when requested to.	Barely speaks when requested.	Speaks at length when requested.	Speaks on own initiative in appropriate moments.	Stands out for making appropriate contributions on own initiative.
Conveying important information.	Does not present ideas or expression is poor and confused.	Presents some ideas.	Expresses well-reasoned ideas.	Conveys well-reasoned ideas, feeling and values.	Noteworthy for the clarity of expression related to reasoning and/or feelings.
Managing nerves when speaking in public.	Struggles to speak apparently due to nerves; seems to feel blocked.	Speaks but is noticeably nervous and uncomfortable.	Expresses self, showing a certain tranquillity.	Expresses self with assurance.	Expresses self with a calm attitude and a noteworthy proficiency.
Delivering structured talks, meeting any requirements that may exist.	The delivered talks lack intelligible structure.	The structure of the talks is not effective or fails to meet stipulated requirements.	Talks are structured, meeting stipulated requirements, if any.	Links ideas and arguments with ease when delivering a talk.	Presents effective, well-organised talks.
Answering questions.	Does not respond to the questions asked.	Responds to the questions asked without answering to them.	Answers the questions asked superficially.	Answers the questions asked in an effective and articulated manner.	Answers well and with apparent ease to the questions asked.

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WRITING SKILLS					
INDICATORS					
	1	**2**	**3**	**4**	**5**
Dealing with one specific topic, without straying into another.	Mixes various topics without clarifying which is the main one.	Lengthens texts with unnecessary repetitions or rambling.	Focuses on topic without regressions.	Covers all aspects of the topic according to instructions.	Deals with the topic in depth, beyond what was required.
Clearly expressing ideas, knowledge, or feelings.	Written texts are confusing and very difficult to follow.	Expression can be understood but the writing is disorganised.	Presents the different aspects of the topic in a logical order.	Written expression is good, logical, and organized (e.g., includes introduction, development and conclusion when writing essays).	Outstanding and logical written expression, with effective organization of paragraphs and sections.
Writing well grammatically.	When writing, does not follow the correct grammar rules.	Follows the correct grammar rules but makes relevant spelling mistakes.	Written texts are correct as far as spelling and grammar are concerned.	The texts are correct as far as spelling and grammar are concerned and is properly punctuated.	Besides following the correct grammar and spelling rules, uses prepositions and conjunctions well.
Using appropriate language for the type of document and reader.	Uses inappropriate abbreviations or jargon.	Uses the terminology of the subject incorrectly.	Uses the proper terminology for the subject.	Correctly uses the proper terminology for the subject and adapts it according to the document and reader.	Uses synonyms to clarify ambiguous or equivocal terms, according to the type of document or final reader.
Using appropriate devices to facilitate reading and comprehension of the essay.	Does not format the text (font, paragraph, style, formats, etc.). Does not number pages.	Overuses formatting devices, hindering comprehension.	Appropriately uses typographic devices (font, paragraph, style formats, etc.).	Appropriately formats the text and uses footnotes or endnotes for references, comments, etc.	Clearly organizes and formats the essay and all its key elements.

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LEARNING ORIENTATION					
INDICATORS	**DESCRIPTORS**				
	1	**2**	**3**	**4**	**5**
Putting into practice in a disciplined manner the approaches, methods and experiences proposed by the teacher.	Does not follow / appears to ignore teacher's proposals.	Interprets or applies teacher's proposals inadequately.	Adequately follows teacher's proposals in the learning process.	Prioritizes the teacher's proposals in a way that best suits the learning goals.	Actively participates in the creation and selection of strategies to reach the learning goals.
Sharing and assuming the learning goals proposed by the teacher.	Seems to ignore the learning goals proposed by the teacher.	Misinterprets the learning goals proposed by teacher.	Understands and assumes the learning goals proposed by the teacher.	Prioritises with good judgement the learning goals proposed by the teacher.	Makes adequate personal changes to the learning goals proposed by the teacher.
Asking questions in order to understand information and complement it to learn more.	Does not make questions in relation to the information received.	Makes questions only when requested by the teacher or to solve specific problems.	Raises questions about the information received, in order to understand the subject better.	Raises questions that show a good understanding of what has been learned.	Raises questions that go beyond the subject, to complement the information received in order to learn more.
Recognising the importance of others' mental schema for a richer learning experience.	Shows little interest in exchanging ideas with others.	Likes sharing personal ideas, but defends personal positions, giving little or no consideration to the ideas of others.	Appears to listen with interest to the ideas proposed by classmates and by the teacher.	Asks for the perspectives and opinions of others, concerning matters being studied.	Promotes the exchange and argumentation of opinions, to enrich and further learning.
Autonomous and self-regulated learning.	Does not show initiative in the learning process and follows teacher's proposals incompletely.	Completes teacher's proposals but with the least amount of effort.	Completes teacher's proposals with motivation and with effort to succeed.	Goes beyond teacher's proposals, completing tasks with additions that improve them beyond what is required.	Goes beyond teacher's proposals, aiming to explore the same or other topics further to learn more

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ETHICAL SENSE*					
INDICATORS	**DESCRIPTORS**				
	1	**2**	**3**	**4**	**5**
Guiding personal behaviour by a basic knowledge of ethical principles.	Seems to act without considering if personal actions are morally right or wrong.	Follows but does not seem to question the reasons behind some basic ethical principles.	Shows a moral conduct and expresses very basic moral opinions when a principle is applied.	Seems to act according to a well-reasoned moral judgement supported by knowledge of ethical principles.	Acts in a consistent moral way, arguing with well-reasoned ideas involving ethical principles, leading to a moral conclusion.
Seeking to affirm oneself through knowledge of the ethical world.	Does not appear to be interested in the origin, reasoning, or implications of basic ethical principles.	Shows difficulty in guiding and motivating personal behaviour according to ethical principles.	Follows basic ethical principles and shows awareness of the ethical dimension of human beings.	Builds logical arguments around ethical principles and their application in different situations.	Expresses a consistent, well-reasoned personal idea of ethics (according to perception and development of moral awareness).
Critically accepting new perspectives, even though they cast doubt on one's own.	Does not address ethical issues in all their complexity (i.e., all the implications, circumstances and consequences involved).	Appears to only consider personal perspective or that of those directly involved during an action, overlooking other relevant points of view.	Demonstrates a critical stand on what is right, while using reasoned criteria based on personal and on others' relevant points of view.	Demonstrates understanding and openness to the requirements and interests of others.	Contributes constructively to resolve problems, respecting and recognising others' needs, feelings and opinions.
Having a personal value system as part of personality and identity.	Does not seem to think or care about moral values.	Mentions values but without consciously and deliberately assuming them as own.	Manifests personal values to others as part of personal identity.	Has a clear organization of personal values according to their importance and priority.	Demonstrates a coherent personal value system based on the recognition of ethical principles.
Observing and putting into practice rules established by the group/educational context to which one belongs.	Does not seem to be aware of the rules established by the group/educational context.	Shows recognition of the rules established by the group/educational context but struggles to consistently follow them.	Recognizes and respects the rules established by the group/educational context.	Seems to attempt to interpret and make sense of each of the normative elements established by the group/educational context.	Demonstrates a process of reflection that brings awareness of the normative aspects and their role in providing a moral horizon.

* The ability to think and act according to universal principles based on the value of human beings and oriented toward their development. E.g.: Tolerance, Respect, Responsibility, Fairness, Honesty, Integrity, human rights, equity and justice, solidarity, sustainable development.

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PROJECT MANAGEMENT					
INDICATORS	**DESCRIPTORS**				
	1	**2**	**3**	**4**	**5**
Describing the situation that justifies the need for the project.	Does not seem to be aware of the needs addressed by the project nor the topics involved.	Identifies project topics and the elements involved but does not link them to the needs it aims to address.	Contextualizes the project and its elements, alluding to the needs it aims to address.	Justifies the project and the elements involved making a clear link to the addressed needs.	Justifies the need for the project in a clear-organized way with the support of relevant evidence.
Establishing clear goals for the project.	Does not formulate project goals or formulates them in an unclear way.	Formulates goals but fails to link them to the addressed needs.	Formulates clear goals and relates them with the needs addressed by the project.	Formulates clear and well-reasoned goals that are realistic and feasible.	Formulates realistic and ambitious goals that address the needs of the project and goes beyond the required effort to achieve them.
Planning actions to accomplish the goals and managing the people responsible for them.	Considers the goals without specifying the actions needed to accomplish them.	Defines actions but does not assign them to people.	Defines concrete actions and specifies who will undertake them.	Carefully plans the actions, weighing their feasibility and specifying the responsible people.	Establishes an excellent sequence of actions and assigns them to the most suitable person(s).
Foreseeing and allocating necessary time to complete planned actions.	Does not consider the necessary time for each action.	Estimates time for each action in an unrealistic way.	Plans time for each action in detail.	Makes a well-thought time plan and adds additional time in case of contingencies.	Establishes mechanisms for monitoring time and make necessary adjustments as part of a clear plan of action.
Planning evaluation of project results.	Overlooks the importance of evaluating the project results.	Seems to be aware of the importance of evaluating the results but fails to deliver a plan to do so.	Provides a general evaluation plan, including when and how the evaluation will be made and by whom.	Plans systematically when and how evaluation will be made and by whom.	Plans systematically when and how evaluation will be made and by whom, defining the relevant indicators and the tools to be used.

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