

ASSESS

**Empowering Teachers to Design Innovative Assessment
Tools in a Digital Era**

2020-1-PT01-KA201-078733

ASSESSMENT TOOLKIT USER GUIDE



Co-funded by the
Erasmus+ Programme
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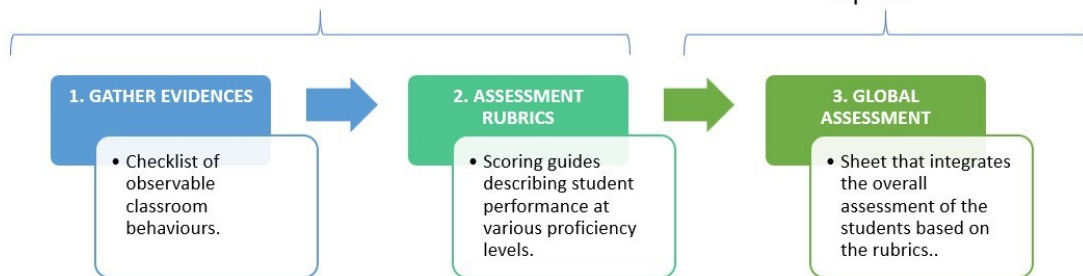
How do we innovate in evaluation and assess competencies?

Formative assessment

Regular exchange of comments and data collection.

Summative assessment

Processing of all data collected and production of the final report.



ASSESS Toolkit

A complete set of digital and analogue tools to assess your students in an innovative way.

The assessment toolkit (<https://assess.nuclo.org/assessment-toolkit/>) is adaptable to different teaching and learning methodologies and will include tools to collect and organize data from your students.

It also includes a global assessment tool that will use the data you collect to generate automatic reports to share with your students.

ASSESS Toolkit

This toolkit includes:



Checklist



Rubrics



Student's report

1. Checklist

- The checklist helps the teacher to record evidence in the classroom for each student. With this information the teacher can then complete the assessment in the rubric.
- This instrument assumes that the information comes from the teacher's observation exercise.
- It helps the teacher to be systematic and rigorous in the assessment.

You can [download here the checklist template](#) with 5 core competences and 2 assessment moments.

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Assessment of Skills Development

STEP 1: Gathering evidences
(The teacher can rate how well the student meets these statements on a scale of 1 to 10.)

Skill 1: Critical thinking

1st	2nd	
		Shows critical attitude and formulates own judgements and evaluations.
		Distinguishes objective facts from opinion and evaluations.
		Participates constructively in discussions.
		Analyses the implications of the effects of decisions and proposals.
		Takes into account others' feedback on own conduct.

Skill 2: Creativity

1st	2nd	
		Generates a large quantity of alternative ideas.
		Suggests innovative ideas and improvements.
		Detects situations that can be improved and proposes innovative solutions.
		Recognises valuable ideas or practical solutions that has worked in other context.
		Shares own new ideas and makes self-understood by others.

Skill 3: Interpersonal communication

1st	2nd	
		Identifies problems with ease.
		Formulates key questions to define the problem.
		Accurately selects valuable information and analyses it systematically, contributing thoughts.
		Presents a good analysis of available alternative solutions.
		Chooses a good solution and efficiently designs the plan of action for applying it.

Skill 4: Collaboration

1st	2nd	
		Completes assigned tasks within deadline and her/his work orients and facilitates that of rest of team members.
		Is active and her/his contributions are fundamental for the group process and for the quality of results.
		Participates in the planning, organisation and distribution of teamwork taking best advantage of team member talents and know-how.
		Promotes a clear definition of objectives and the group's integration round them.
		Promotes constructively dialogue and inspires quality participation from other group members.

2. Rubrics and Global assessment

- Rubrics are scoring guides used in the assessment of student performance.
- Rubrics describe the specific characteristics of each competency at various levels of performance.
- The objective is to clarify what is expected of student performance and to facilitate feedback to students. Rubrics enhance students' motivation to achieve better results.

You can [download here the 5 competences assessment rubric](#), most recommended for primary education.

You can also [download here the 11 competences assessment rubric](#), which is more appropriate for secondary education.

ASSESS ASSESS Assessment Rubric

Name of the student:

Assessment of Skills Development

Skill 1: Critical thinking

INDICATORS	Level 1	Level 2	Level 3	Level 4	Level 5	1st assessment	2nd assessment	3th assessment
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 judgments and evaluations based on personal reflection.	0	0	0
Distinguishing facts from opinions, interpretations, evaluations, etc. in others' communication	Priorizes personal judgments or decisions based on opinions and personal interpretation as though they were objective.	Accepts without question judgments or decisions based on others' opinions and personal interpretation as though they were objective.	Questions judgments or decisions based on opinions and personal interpretation.	Prior to be able to distinguish objective facts from opinions and personal interpretations.	Demonstrates to recognize, question, and analyze judgments or decisions based on opinions and personal interpretation.	0	0	0
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.	0	0	0
Assessing the practical implications of decisions and proposals	Does not appear to be aware of the effects of decisions and proposals.	Appears to ignore the practical implications of decisions and proposals.	Process to foresee the practical implications of decisions and proposals.	Analyzes the pros and cons of the effects of decisions and proposals.	Adequately evaluates the pros and cons of decisions and proposals.	0	0	0
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.	Seems to be unaware of the consequences of their actions on others.	Seems to be aware of the consequences and effects of personal actions on others.	Critically listens to others' opinions and recognizes and accepts personal mistakes.	Asks for, weights and considers others' feedback on personal conduct in a critical and constructive way.	0	0	0
						0,00	0,00	0,00

Skill 2: Creativity

INDICATORS	Level 1	Level 2	Level 3	Level 4	Level 5	1st assessment	2nd assessment	3th assessment
Contributing with suggestions for the ideas, situations, cases, or problems around	Does not contribute with suggestions or does not do so independently.	Contributes with limited suggestions and only when requested 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.	0	0	0
Proposing ideas that are innovative or far or creative development, or suggesting different ways of doing things, being so	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.	0	0	0
Questioning existing ideas or solutions to situations or problem based on what is known	Does not seem to question own situation or circumstances. Simply works according to established routines.	Seems to question things but does not do anything to change the own situation.	Seems to realize that there are various ways to do things. Is somewhat successful.	Describes 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.	0	0	0
Identifying 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 valuable ideas or practical solutions that have worked in other contexts and adapts them to the own context.	Generates valuable ideas or practical solutions that have worked in other contexts and adapts them to the own context.	0	0	0
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.	0	0	0
						0,00	0,00	0,00

In addition to the assessment rubric, the designed tool automatically integrates all the assessments in the competences of each student to facilitate the summative assessment by the teacher. The teacher can even change the weight of each competence in the summative assessment according to his/her interests.

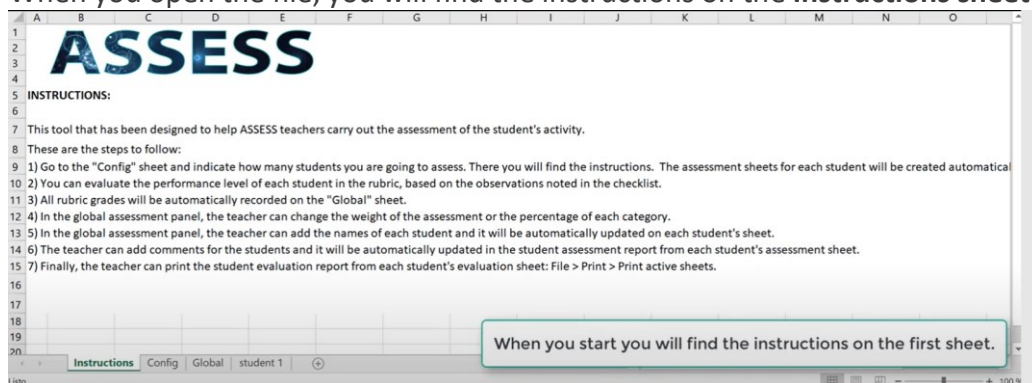
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STEP 3:

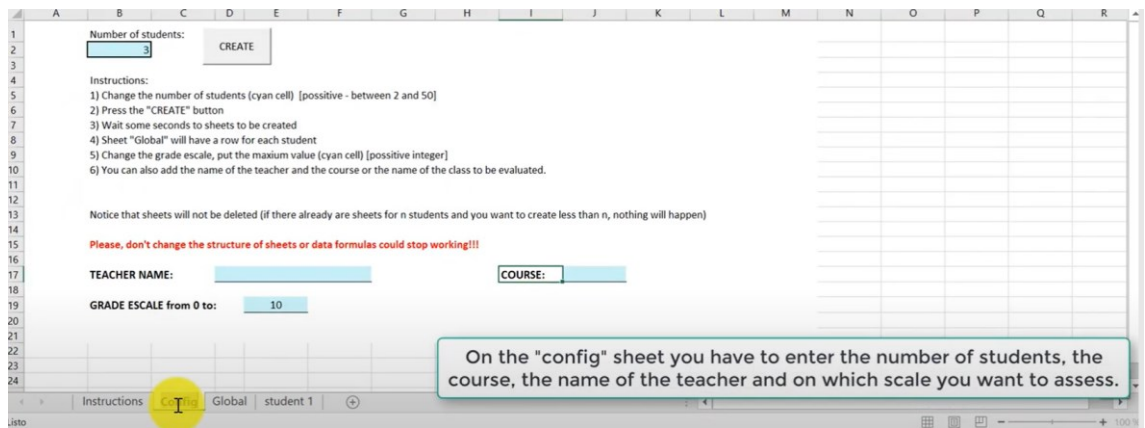
N Student	Student Name	Skills					final grade (out of 10)	Feedback
		20%	20%	20%	20%	20%		
		S1: Critical thinking	S2: Creativity	S3: Interpersonal communication	S4: Collaboration / teamwork	S5: Diversity and interculturality		
student 1	Francisca	9,20	7,20	9,60	8,00	7,60	8,32	
student 2	Nuno	7,20	7,60	10,00	7,60	7,60	8,00	
student 3	Tomas	9,20	7,20	9,60	8,00	7,60	8,32	
student 4	Teresa	8,00	7,20	8,80	8,40	7,60	8,00	
student 5	Priscilla	8,40	8,00	10,00	6,80	7,60	8,16	
Average		8,40	7,44	9,60	7,76	7,60	8,16	

How to use the template

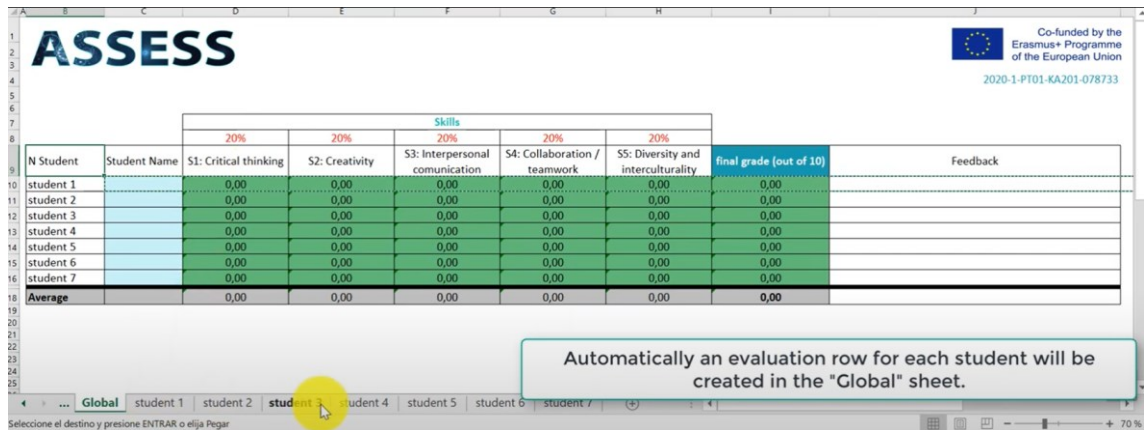
1. When you open the file, you will find the instructions on the **Instructions sheet**.



2. **Config sheet:** you have to enter the number of students the course, the name of the teacher and on which scale you want to assess and click on the CREATE button.



3. Automatically an evaluation row for each student will be created in the **Global sheet**.



- a. You can add the name of each student and automatically their names will appear in their rubrics and reports.
 - b. You can also change the weighting of each competence in the summative assessment. It is important to note that the total must add up to 100%.
4. **Student's sheet:** the name is at the top of each sheet. You can assess each student based on each indicator for each competence in the rubric. Note that there are several assessment moments.

ASSESS Rúbrica de evaluación ASSESS

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Name of the student: Maria

Assessment of Skills Development

Skill 1: Critical thinking

INDICATORS	Level 1	Level 2	Level 3	Level 4	Level 5	1st assessment	2nd assessment	3rd assessment
Showing critical spirit	Never questions the situation or conditions of own life.	Questions certain situations in own life.	Shows critical attitude towards conditions of own life.	Questions and explores reality, reflecting on life.	Formulates own judgments and evaluations based on systematic reflection on reality.	0	0	0
Being able to feel from opinions, interpretations, evaluations, etc. in others' argumentation	Accepts as own judgments or decisions based on opinions, evaluations, etc. as though they were objective facts.	Accepts without question judgments or decisions based on opinions, evaluations, etc. as though they were objective facts.	Questions judgments or decisions based on opinions, evaluations, etc.	Distinguishes objective facts from opinion and evaluations.	Correctly analyses judgments or decisions based on opinions, evaluations, etc.	0	0	0
Actively participating in discussion	Remains passive during discussions.	Finds it hard to participate in discussion situations.	Actively participates in discussion.	Participates constructively in discussions, contributing to constructions of rich, shared reflection.	In discussions serves as constructive point of reference to others.	0	0	0
Perceiving the practical implications of decisions and proposals	Is aware of the effects of decisions and proposals.	Ignores the practical implications of decisions and proposals.	Focuses the practical implications of decisions and proposals.	Analyses the pros and cons of the effects of decisions and proposals.	Gives importance to proper evaluation of the pros and cons of decisions and proposals.	0	0	0
Reflecting on the consequences and effects of own decisions and proposals	Doesn't think about the consequences of own decisions and proposals.	Simply accepts others' observations and conclusions of own decisions and proposals.	Reflects on the consequences and effects that own decisions have on others.	Recognises and accepts own mistakes.	Asks for, weighs and takes into account others' feedback on own decisions and proposals.	0	0	0

a. The average for each competence is automatically calculated at the end.

D	E	F	G	H	I	J	K
s that differences determine the scope in relations.	Is interested in relating to people who are different.	Promotes interaction between diverse persons.	Tries to enrich experience through relationships with persons who are different.	3	3	4	
its others' social practices as associated	Respects the cultural origin and practices of other persons.	Recognises different social qualities in others' social practices.	Tries to learn the reasons behind the social customs and behaviours of different persons.	3	4	5	
rs own social and cultural values as valid ones on which to base is.	Respectfully interprets other social and cultural values.	Seeks balance between own social practices and those that she/he knows of other cultures.	Tries to assimilate and integrate into own development experience gained from relations with persons of other cultures and social backgrounds.	2	3	4	
				4,80	6,40	8,80	

Skill 1: Critical thinking	1st assessment	2nd assessment	3rd assessment
Skill 1: Critical thinking	4,80	6,40	8,80
Skill 2: Creativity	4,00	6,40	8,80
Skill 3: Interpersonal communication	4,00	6,80	9,20
Skill 4: Collaboration / teamwork	4,00	6,00	4,00
Skill 5: Diversity and interculturality	4,80	6,00	8,80

b. The assessment will also be automatically recorded on the **Global sheet** and displayed in colour according to the level of performance achieved.

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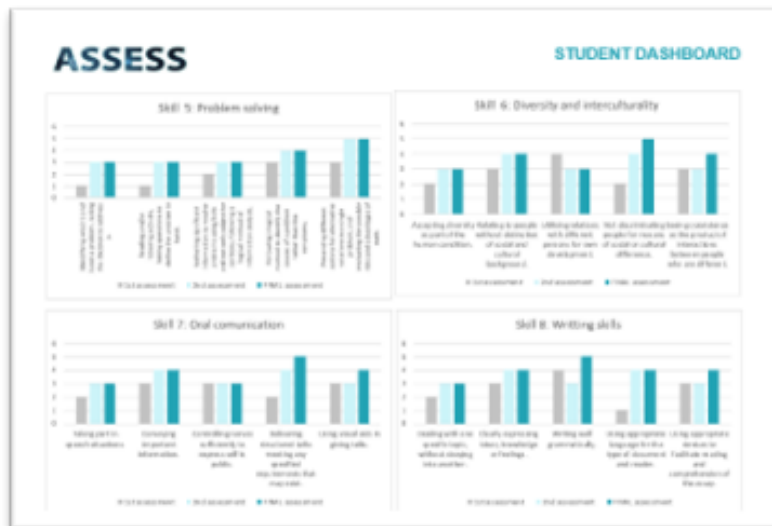
N Student	Student Name	Skills					final grade (out of 10)	Feedback
		S1: Critical thinking (30%)	S2: Creativity (20%)	S3: Interpersonal communication (20%)	S4: Collaboration / teamwork (20%)	S5: Diversity and interculturality (10%)		
student 1	Maria	8,80	9,20	8,80	8,80	8,80	8,88	
student 2	Jon	0,00	0,00	0,00	0,00	0,00	0,00	
student 3	Ana	0,00	0,00	0,00	0,00	0,00	0,00	
student 4	Lucas	0,00	0,00	0,00	0,00	0,00	0,00	
student 5	Paul	0,00	0,00	0,00	0,00	0,00	0,00	
student 6	Sara	0,00	0,00	0,00	0,00	0,00	0,00	
student 7	Tomas	0,00	0,00	0,00	0,00	0,00	0,00	
Average		1,26	1,31	1,31	1,20	1,26	1,27	

Rating color scale: Poor (red), Fair (orange), Average (yellow), Good (green), Excellent (blue)

Below is the video explaining how to use the tool: <https://www.youtube.com/watch?v=JxOyM7I4krY>

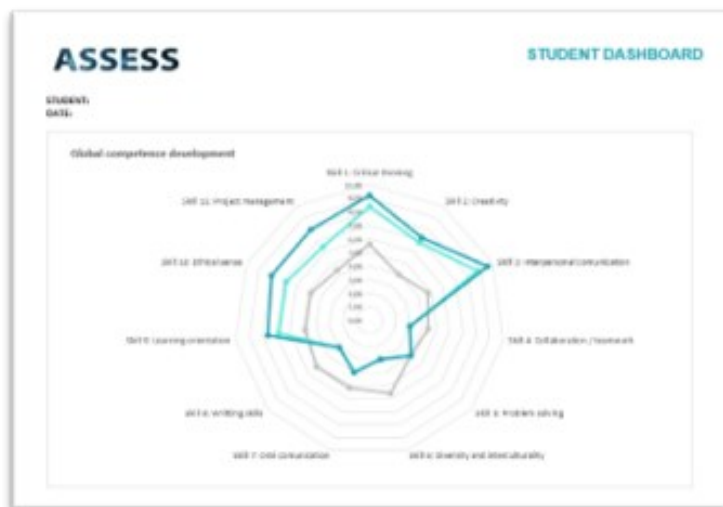
3. Student assessment report

- As mentioned above, it is very important to provide continuous and timely feedback to students. For this purpose, we have the student assessment reports.
- Assessment reports based on the rubrics are automatically generated in order to send immediate feedback to the students.
- These reports help the learner to redesign their learning strategies to achieve better performance results.



In the reports the student can see his or her evolution in each competence according to the different evaluation moments and thanks to the evaluation target he or she can have an idea of his or her global performance.

In the assessment targets, the larger the polygon formed by the results, the better the student's performance levels.

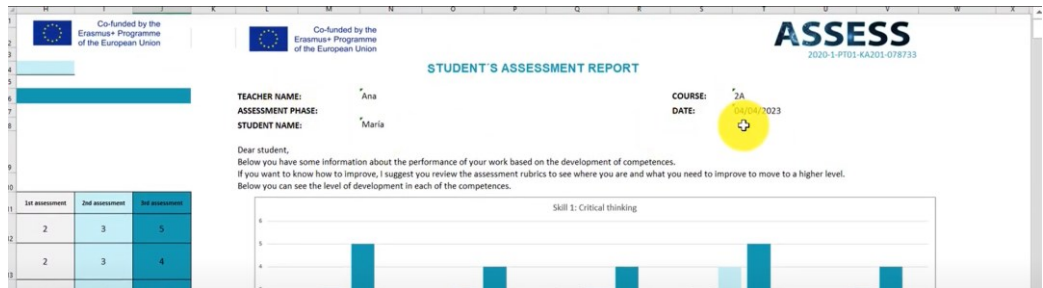


How to create the reports

1. You can write comments to each student from the Global sheet and they will automatically be included in their reports.

ASSESS		Skills					final grade (out of 10)	feedback
		30%	20%	20%	20%	10%		
N Student	Student Name	S1: Critical thinking	S2: Creativity	S3: Interpersonal communication	S4: Collaboration / teamwork	S5: Diversity and interculturality		
student 1	María	8,80	9,20	9,20	8,40	8,80	8,88	You need to improve...
student 2	Jon	0,00	0,00	0,00	0,00	0,00	0,00	
student 3	Ana	0,00	0,00	0,00	0,00	0,00	0,00	
student 4	Lucas	0,00	0,00	0,00	0,00	0,00	0,00	
student 5	Paul	0,00	0,00	0,00	0,00	0,00	0,00	
student 6	Sara	0,00	0,00	0,00	0,00	0,00	0,00	
student 7	Tomas	0,00	0,00	0,00	0,00	0,00	0,00	
Average		1,26	1,31	1,31	1,20	1,26	1,27	

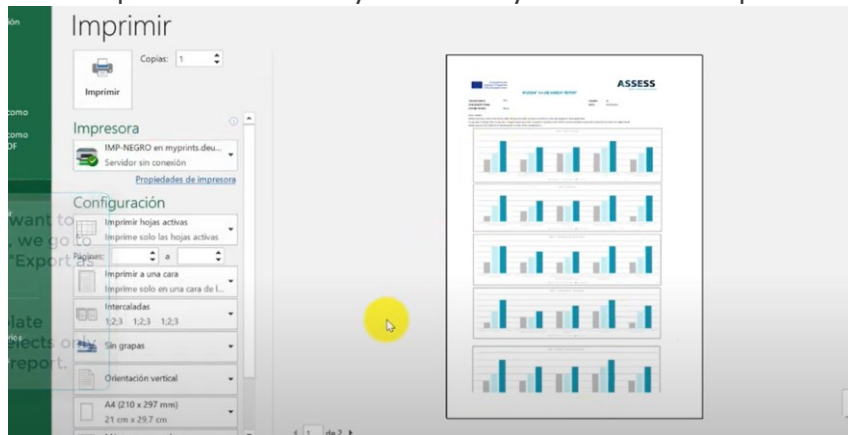
2. In each student sheet:
 - a. You will see in the report the start data: teacher's name, student's name, course and date.



- b. All the graphs for each competence, with the different assessment moments, will also have been generated automatically.
- c. At the end, the comment you have written from the Global sheet will appear.



3. Export or print the report:
 - a. Go to File > Print or Export as PDF
 - b. The template automatically selects only the student's report.



Below is the video explaining how to generate the reports automatically, how to add comments for each student and how to export them:
<https://www.youtube.com/watch?v=JtGAWet2y-c>