



KMUTT C4ED

KMUTT GENERIC COMPETENCE RUBRIC

CONTENTS

01 KMUTT Student QF	1-2
What is KMUTT QF?	1
How to use it?	1
KMUTT Competence palette	2
<hr/>	
02 Introduction to rubric	3-6
What is rubrics?	3
Type of rubrics	3
Benefitting from rubrics	6
<hr/>	
03 How to create a rubric	7-9
How is a rubric structured?	7
Steps to create a example rubric	8
<hr/>	
04 Rubric samples for generic competences	10-51
Competence 1: Critical Thinking	11
Competence 2: Analytical Thinking	13
Competence 3: Systemic Thinking	15
Competence 4: Creative Thinking	17
Competence 5: Problem-Solving	19
Competence 6: Learning Orientation	21
Competence 7: ICT Literacy	23
Competence 8: Objectives-Based Management	25
Competence 9: Planning	27
Competence 10: Writing Skills	29
Competence 11: Verbal Skills	31
Competence 12: Leadership	33
Competence 13: Innovation	35
Competence 14: Teamwork	37
Competence 15: Conflict management and negotiation	39
Competence 16: Ethical Sense and Responsibility	41
Competence 17: Diversity Interculturality and Internationalization	43
Competence 18: Adaptability and flexibility	45
Competence 19: Achievement Orientation	47
Competence 20: Self-Motivation	49
Competence 21: Research skill	51
<hr/>	
05 Develop your own Rubric	52-59
Tips for developing a rubric	52
Suggestions for using rubrics in courses	52
Example: Develop Rubric from Tuning's generic competence rubric in course	53

01 KMUTT STUDENT QF

What is KMUTT QF?

KMUTT QF - KMUTT student qualification framework is a framework developed from existing researches on 21st century skills and the future employability skill issues from both local and global expectations. Together with inputs from KMUTT teachers, education experts, and business leader perspective, the framework also reflects KMUTT's unique images and visions on the competences KMUTT graduates need to succeed in the future.

How to use it?

A framework could be used as guidelines for curriculum design process to meet the university expectation based on the competence created on our graduates. Its levels of development, related performance indicators, and rubrics can be used as guidelines for outcome assessment design at different levels of competence development.

02 INTRODUCTION TO RUBRIC

What is a rubrics

A rubric is a measurement tool that describes the criteria against which a performance, behavior, or product is compared and measures. Rubrics list the criteria established for a particular task and the levels of achievement associated with each criterion. These are often developed in the form of a matrix.

A rubric is great tool for teachers, because it is a simple way to set up a grading criteria for assignment. Not only is this tool useful for teachers, it is helpful for students as well. A rubric defines in writing what is expected of the student to get a particular grade on an assignment.

Type of rubrics

Rubrics are usually categorized by two different aspects of their composition. One is whether the rubric treats the criteria one at a time or together. The other is whether the rubric is general and could be used with a family of similar tasks or is task-specific and only applicable to one assessment.

The different types of rubrics and the advantages and disadvantages of each.

A) Analytic or Holistic : One or Several Judgments?		
Definition	Advantages	Disadvantages
Analytic Each criterion (dimension, trait) is evaluated separately.	<ul style="list-style-type: none"> • Gives diagnostic information to teacher. • Gives formative feedback to students. • Easier to link to instruction than holistic rubrics. • Good for formative assessment; adaptable for summative assessment; if you need an overall score for grading, you can combine the scores. 	<ul style="list-style-type: none"> • Takes more time to score than holistic rubrics. • Takes more time to achieve inter-rater reliability than with holistic rubrics.
Holistic All criteria (dimensions, traits) are evaluated simultaneously.	<ul style="list-style-type: none"> • Scoring is faster than with analytic rubrics. • Requires less time to achieve inter-rater reliability. • Good for summative assessment. 	<ul style="list-style-type: none"> • Single overall score does not communicate information about what to do to improve. • Not good for formative assessment.
B) Description of Performance: General or Task-Specific?		
Definition	Advantages	Disadvantages
General Description of work gives characteristics that apply to a whole family of tasks (e.g., writing, problem solving).	<ul style="list-style-type: none"> • Can share with students, explicitly linking assessment and instruction. • Reuse same rubrics with several tasks or assignments. • Supports learning by helping students see "good work" as bigger than one task. • Supports student self-evaluation. • Students can help construct general rubrics. 	<ul style="list-style-type: none"> • Lower reliability at first than with task-specific rubrics. • Requires practice to apply well.
Task-Specific Description of work refers to the specific content of a particular task (e.g., gives an answer, specifies a conclusion).	<ul style="list-style-type: none"> • Teachers sometimes say using these makes scoring "easier." • Requires less time to achieve inter-rater reliability. 	<ul style="list-style-type: none"> • Cannot share with students (would give away answers). • Need to write new rubrics for each task. • For open-ended tasks, good answers not listed in rubrics may be evaluated poorly.

Source:

From *Assessment and Grading in Classrooms* (p. 201), by Susan M. Brookhart and Anthony J. Nitko, 2008, Upper Saddle River, NJ: Pearson Education.

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ASCD available at <http://www.ascd.org/publications/books/112001/chapters/What-Are-Rubrics-and-Why-Are-They-Important%C2%A2.aspx>.

Examples

Analytical Rubric: Research Paper

Criteria	Standards			
	Adequate (50-59%)	Competent (60-69%)	Good (70-79%)	Excellent (80-100%)
Knowledge of forms, conventions, terminology, and strategies relative to the importance of sources to subject	Knowledge of forms, conventions, terminology, and strategies relative to the importance of sources to subject	Demonstrates some knowledge of forms, conventions, terminology, and strategies relative to importance of sources to subject	Demonstrates considerable knowledge of forms, conventions, terminology, and strategies relative to importance of sources to subject	Demonstrates thorough and insightful knowledge of forms, conventions, terminology, and strategies relative to importance of sources to subject
Critical and creative thinking skills	Uses critical and creative thinking skills with limited effectiveness	Uses critical and creative thinking skills with moderate effectiveness	Uses critical and creative thinking skills with considerable effectiveness	Uses critical and creative thinking skills with a high degree of effectiveness
Communication of information and idea	Communicates information and idea with limited clarity	Communicates information and ideas with some clarity	Communicates information and ideas with considerable clarity	Communicates information and ideas with a high degree of clarity and with confidence
Quality of argument and writing	Argument is simple and unoriginal, and the writing is weak and inconsistent	Argument takes on a fair and expected position, and the writing is moderately clear and coherent	Argument bridges on the complex and original, and the writing is clear and coherent	Argument is complex and original, and the writing is strong, fluid, and creatively coherent
Spelling and grammar	Several errors in spelling and grammar	A few errors in spelling and grammar	Some errors in spelling and grammar	No errors in spelling and grammar

Source:

http://www.queensu.ca/teachingandlearning/modules/assessments/35_s4_05_types_of_rubrics.html

Adapted from Centre for Teaching Excellence, Appendix B: Sample Analytic Rubric ("Rubrics: Useful Assessment Tools).

Examples

Holistic Rubric: Research Paper

Score	Criteria
4 (80-100%)	Research paper demonstrates complete understanding and execution of the assigned objectives. Thesis statement/argument is clearly stated, complex and original, and the writing does not spend excessive time on any one point of development at the expense of developing other points in the body of the paper. Writing is also error-free, without ambiguity, and reads smoothly, creatively, and with a purpose.
3 (70-79%)	Research paper demonstrates considerable understanding and execution of the assigned objectives. Thesis statement/argument is stated, verges on the complex and original, and the writing shows accuracy and balance in developing body points, but may exhibit occasional weaknesses and lapses in correctness. Writing also has some errors and ambiguities, yet does read clearly and coherently
2 (60-69%)	Research paper demonstrates some understanding and execution of the assigned objectives. Thesis statement/argument is faintly stated and/or expected and not confident, and the writing is inconsistent in terms of balance in developing body points, and exhibits weaknesses and lapses in correctness. Writing also has many errors and ambiguities, and may read confusingly and incoherently.
1 (50-59%)	Research paper demonstrates limited understanding and execution of the assigned objectives. Thesis statement/argument is simplistic, unoriginal, and/or not present at all, and the writing is unbalanced in developing body points, weak, and incomplete. Writing also has numerous errors and ambiguities, and reads confusingly and incoherently.

Source:

http://www.queensu.ca/teachingandlearning/modules/assessments/35_s4_05_types_of_rubrics.html

Adapted from John Bean, *Engaging Ideas*, Exhibit 15.4: Holistic Scale for Grading Article Summaries (262)

Examples

General Rubric for Interpersonal Task - Novice Level

	Strong Performance	Meets Expectations	Approaching Expectations
How do I communicate during a conversation? (Domains: Functions, Text Type)	I use a variety of memorized phrases, sentences, and questions. I recombine what I have memorized to make new sentences, questions.	I use several memorized phrases, sentences, and questions.	I use a limited number of memorized phrases, sentences, and questions.
How understandable is my speech? (Domain: Language Control)	I can be understood by the people with whom I am speaking. Any errors I make in my speech are minor and do not interfere with communication.	I can be understood by the people with whom I am speaking if I repeat and/or rephrase occasionally. Errors I make in my speech rarely interfere with communication.	I can be understood by the people with whom I am speaking most of the time. I may need to repeat, rephrase, or ask how to say a word. Errors I make in my speech may occasionally interfere with communication.
How do I keep the conversation going? (Domain: Communication Strategies)	I can respond to what someone says by reacting with a variety of comments or follow-up questions. I repeat and rephrase and use gestures as needed.	I can respond to what someone says by reacting with a comment or follow-up question. I repeat or use gestures as needed.	I can respond to what someone says by reacting with a comment. I repeat or use gestures as needed and/or may resort to English occasionally.
How varied is my vocabulary? (Domain: Vocabulary)	I use a wide variety of very familiar and newly learned vocabulary.	I use a variety of very familiar and newly learned vocabulary.	I use very familiar and a limited number of newly learned vocabulary.
How do I demonstrate cultural knowledge and awareness? (Domain: Cultural Awareness)	I use culturally appropriate expressions and gestures during the conversation.	I use culturally appropriate expressions or gestures during the conversation.	I use a culturally appropriate expression and/or gesture during the conversation.

Source:

Type of rubric, Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota

Examples

Task-specific Rubric for a Presentational Writing Task:

“Visiting Monuments in Paris” - Intermediate Level

	Strong Performance	Meets Expectations	Approaching Expectations
Use of past tenses (Domains: Functions, Language Control)	Past and imperfect tenses are used appropriately, and forms of all verbs are accurately spelled. Any error in choice of tense/spelling is minor and infrequent, and does not interfere with understanding.	Past and imperfect tenses are used appropriately most of the time. Verb forms are accurately spelled most of the time. Errors do not interfere with understanding.	Choice of past and imperfect tenses is inappropriate in several sentences and/or several verb forms are misspelled. Errors make understanding difficult at times.
Use of story form (Domain: Text type)	Story is well-organized with descriptions and details to add interest. A variety of sequencing words are used to connect the events of the story appropriately.	Story is well-organized with some descriptions and/or details to add interest. Sequencing words are used to connect the events of the story.	Story is a list of sentences loosely connected with some sequencing words.
Use of cultural knowledge (Domain: Cultural Awareness)	Incorporates extensive and correct knowledge of current and historical significance of all monuments pictured.	Incorporates correct knowledge of current and historical significance of all monuments pictured.	Incorporates a minimal amount of correct knowledge of current and/or historical significance of all monuments pictured.

Source:

Type of rubric, Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota

Benefitting from Rubrics

A carefully designed rubric can offer a number of benefits to instructors.

Rubrics help instructors to:



- reduce the time spent grading by allowing instructors to refer to a substantive description without writing long comments
- help instructors more clearly identify strengths and weaknesses across an entire class and adjust their instruction appropriately
- help to ensure consistency across time and across graders
- reduce the uncertainty which can accompany grading
- discourage complaints about grades

An effective rubric can also offer several important benefits to students.

Rubrics help students to:



- understand instructors' expectations and standards
- use instructor feedback to improve their performance
- monitor and assess their progress as they work towards clearly indicated goals
- recognize their strengths and weaknesses and direct their efforts accordingly

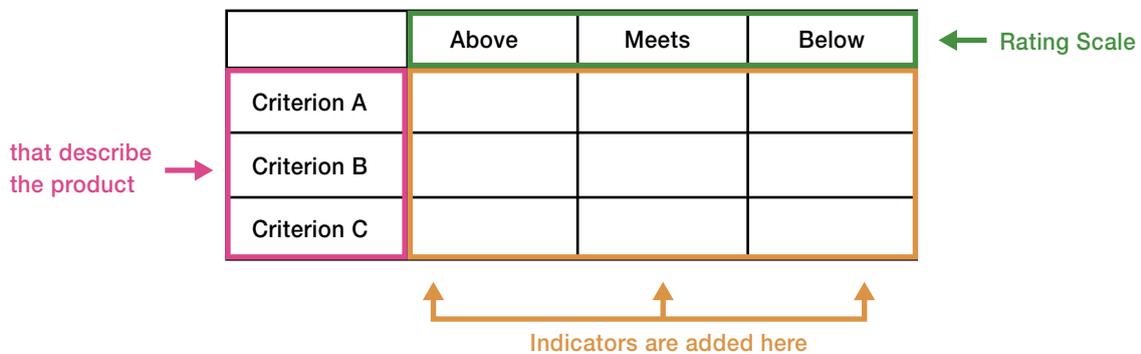
Source:

Creating & using Rubrics, Teaching Excellence & Educational Innovation, Carnegie Mellon University

03 HOW TO CREATE A RUBRIC

How is a rubric structured? Like a matrix.

A rubric is a matrix of criteria and their descriptors. The left side of a rubric matrix lists the **criteria** for the expected product or performance. Across the top of the rubric matrix is the **rating scale** that provides a set of values for rating the quality of performance for each criterion. **Descriptors** under the rating scale provide examples or concrete indicators for each level of performance.



Source:

http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/Tutorials/Rubrics/1_what_is/index.htm

Steps to Create a Rubric

1. Define the purpose of the assignment/ assessment for which you are creating a rubric.

Consider the following:

- *What exactly is the assigned task?*

Does it break down into a variety of different tasks? Are these tasks equally important? What are the learning objectives for this assignment/task? What do you want students to demonstrate in their completed assignments/performances?

- *What might an exemplary student product/performance look like?*

How might you describe an acceptable student product/performance? How might you describe work that falls below expectations?

- *What kind of feedback do you want to give students on their work/performance?*

Do you want/need to give them a grade? Do you want to give them a single overall grade? Do you want to give them detailed feedback on a variety of criteria? Do you want to give them specific feedback that will help them improve their future work?

2. Decide what kind of rubric you will use (a holistic rubric or an analytic rubric? or General or Task-Specific?)

3. Define the criteria.

Ask yourself: what knowledge and skills are required for the assignment/assessment?

Make a list of these, group and label them, and eliminate any that are not critical. The list should contain no more than 6-7 criteria, but need not include that many.

Consider the effectiveness of the criteria:

- Can they be observed and measured?
- Are they important and essential?
- Are they distinct from other criteria?
- Are they phrased in precise, unambiguous language?

Revise the criteria as need.

Consider how you will weight them relative to each other.

4. Design the rating scale.

Most ratings scales include 3-5 levels.

Consider the following:

- Given what students are able to demonstrate in this assignment/assessment, what are the possible levels of achievement?
- Will you use numbers or descriptive labels for these levels?
- If you choose descriptive labels, what labels are most appropriate? Will you assign a number to those labels?
- In what order will you list these levels – from lowest to highest or vice versa?

5. Write descriptions for each level of the rating scale.

Create statements of expected performance at each level of the rubric. For an analytic rubric do this for each particular criterion of the rubric. These descriptions help students understand your expectations and their performance in regard to those expectations.

Well-written descriptions:

- describe observable and measurable behavior.
- use parallel language across the scale.
- indicate the degree to which the standards are met.

6. Create your rubric

Develop the criteria, rating scale and descriptions for each level of the rating scale into a rubric. Space permitting, include the assignment at the top of the rubric. For reading and grading ease, limit the rubric to a single page, if possible. Consider the effectiveness of your rubric and revise accordingly.

- Get collegial feedback.
- Ask your TA for feedback
- Ask your students for feedback
- Try it out on a sample of student work.

After you use the rubric, analyze the results and consider its effectiveness, then revise accordingly.

Source:

Grading Rubrics design, The Sheridan Center for Teaching & Learning, Brown University
available at <https://www.brown.edu/about/administration/sheridan-center/teaching-learning/assessing-student-learning/designing-rubrics>.

04 RUBRIC SAMPLES FOR GENERIC COMPETENCES

- Competence 1: Critical Thinking
- Competence 2: Analytical Thinking
- Competence 3: Systemic Thinking
- Competence 4: Creative Thinking
- Competence 5: Problem-Solving
- Competence 6: Learning Orientation
- Competence 7: ICT Literacy
- Competence 8: Objectives-Based Management
- Competence 9: Planning
- Competence 10: Writing Skills
- Competence 11: Verbal Skills
- Competence 12: Leadership
- Competence 13: Innovation
- Competence 14: Teamwork
- Competence 15: Conflict management and negotiation
- Competence 16: Ethical Sense and Responsibility
- Competence 17: Diversity Interculturality and Internationalization
- Competence 18: Adaptability and flexibility
- Competence 19: Achievement Orientation
- Competence 20: Self-Motivation
- Competence 21: Research skill (RSD7)

Source:

- Competence#1-20 are adopted from “Competence-based learning: A proposal for the assessment of generic competences(2008), University of Densto” available at <http://www.tucahea.org/doc/Competence-based%20learning%20Alfa%20Project.pdf>
- Competence#21 is adopted form “Research skill development Framwork”, University of ADELAIDE

Competence 1: Critical Thinking

Definition:

This is the mental behavior that questions things and concerns itself with the foundations on which our own and others' ideas, actions and judgements are based

Levels of mastery:

1. Asking oneself questions about life around us and actively participate in discussions about it, analyze the judgements made and reflect on the consequences of one's own and others' decisions
2. Analysing the consistency and logic of one's own and others' judgements, evaluate their personal and social implications
3. Arguing the pertinence of judgements made and analysing the consistency of one's own conduct, given the principles and values that one defends

Indicators:

1. Own judgements
2. Judgements analysis
3. Judgement criteria
4. Practical implications
5. Responsibility

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>First level of mastery: Asking oneself questions about surrounding life and actively participating in discussions on it, analysing the judgements made and reflecting on the consequences of one's own and others' decisions</i>	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 judgements and evaluations based on systematic reflection on reality.
	Distinguishing fact from opinion, interpretations, evaluations, etc. in others' argumentation	Accepts as own judgements or decisions based on opinions, evaluations, etc. as though they were objective facts.	Accepts without question judgements or decisions based on opinions, evaluations, etc. as though they were objective facts.	Questions judgements or decisions based on opinions, evaluations, etc.	Distinguishes objective facts from opinions and evaluations.	Correctly analyses judgements or decisions based on opinions, evaluations, etc.
	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 construction of rich, shared reflection.	In discussions serves as constructive point of reference for others.
	Foreseeing the practical implications of decisions and approaches	Unaware of the effects of decisions and proposals.	Ignores the practical implications of decisions and proposals.	Foresees the practical implications of decisions and proposals.	Analyses the pros and cons of the effects of decisions proposed.	Gives importance to proper evaluation of the pros and cons of decisions and proposals.
	Reflecting on the consequences and effects that one's decisions have on others	Doesn't think about the consequences of own actions.	Simply accepts others' observations and criticisms of own behaviour.	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 conduct.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Second level of mastery:</i> Analysing the logic of own and others' judgements, weighing their personal and social implications</p>	Formulating own judgements and evaluations	Incapable of making own judgements and evaluations.	Lets self be influenced when making judgements and evaluations.	Makes own judgements and evaluations.	Makes well-founded judgements and evaluations.	Defends own evaluations and judgements with conviction.
	Considering others' judgements	Not interested in others' judgements or opinions.	Accepts without question others' judgements.	Considers the judgements of other persons.	Appropriately analyses and evaluates the strong and weak points of others' judgements or opinions.	Incorporates others' ideas into own reasoning and judgements.
	Making judgements based on internal criteria (internal consistency, logic, congruency, reliability, etc.)	Arbitrarily judges others' opinions.	Sometimes introduces criteria of internal consistency and logic in own opinions.	Usually introduces criteria of internal congruency and logic into own opinions.	Correctly criticises the congruency and consistency of argumentation.	Analyses the logic of an argument in relation to a reference model or pattern.
	Weighing the practical implications of decisions and proposals	Ignores practical implications.	Considers practical implications, without adequately weighing them.	Weighs the probable implications of decisions and proposals.	Reconsiders proposals and decisions in light of reflection, weighing probable implications.	Considerably improves proposal/ decision thanks to evaluation made.
	Identifying the human rights implications of a problem or proposal (dignity, self-esteem, etc.)	Evaluates situations according to own interests.	Occasionally expresses disagreement with situations that infringe other people's rights.	Normally identifies the relationship between certain situations and individual rights.	Takes a stand on situations involving the rights of others.	Defends the rights of people and groups against particular positions and interests.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Third level of mastery:</i> Arguing the pertinence of judgements made and analysing the consistency of own behaviour, based on underlying principles and values</p>	Supporting and justifying own judgements	Doesn't express own judgements, evaluations or opinions.	Makes judgements without being able to defend them.	Justifies own judgements and evaluations.	Supports and justifies both the strong and weak points of own judgements and opinions.	His/her capacity for reasoning makes others question their own ideas or beliefs.
	Identifying underlying ideas, principles, models and values of critical judgements	Makes unfounded statements.	Loosely associates some statements with certain stands.	Identifies the principles or ideas underlying judgements.	Relates statements and judgements to underlying values.	Justifies judgements on the basis of underlying theoretical models and values.
	Making judgements based on external criteria (utility, feasibility, validity, etc.)	Ignores external criteria in formulating judgements.	Occasionally relies on external criteria in emitting judgements.	Evaluates positions according to some external criteria.	Selects appropriate external criteria to use in supporting a judgement.	Analyses with appropriate criteria the pertinence and relevance of arguments and proposals.
	Acting with consistency and responsibility in decisions and behaviour	Avoids reflecting on own conduct or behaviour.	Analyses a posteriori the consequences of own actions.	Accepts responsibility for own actions and behaviour.	Analyses the consistency between own beliefs and actions.	Bases own behaviour on the values he/she defends.

Competence 2: Analytical Thinking

Definition:

This is the mental behaviour that enables one to distinguish and separate the parts of a whole to arrive at its principles or elements. Analytical thinking is thinking in detail, accurately, enumerating and distinguishing.

Levels of mastery:

1. Describing, relating and interpreting simple situations and propositions
2. Selecting the most significant elements and their relations in complex situations
3. Identifying information gaps and finding relations with elements outside the situation in question

Indicators:

1. Analysis of written information (books, cases, articles, etc.)
2. Quantitative analyses
3. Process analyses
4. Qualitative analyses
5. Use of graphic support

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>First level of mastery: Describing, relating and interpreting simple situations and propositions</i>	Listing in orderly way the elements in a text	Only identifies the most obvious or salient items in a text.	Lists most of the elements contained in a text.	Identifies and lists all elements according to pre-established criteria.	Lists and sorts all elements (by similarity, date, etc.).	Classifies elements in systematic, orderly way (index, table, etc.).
	Grouping and describing sets of qualitative elements in pre-established categories	Groups haphazardly or cannot use suggested categories.	Makes mistakes in applying suggested categories.	Correctly groups qualitative elements in pre-established categories.	Correctly explains grouping and describes groups formed.	Proposes new categories or subcategories to improve grouping.
	Correctly describing sequential processes	Fails to understand the sequential process concept. Confuses "process" with "enumeration".	Confuses the temporal or logical succession of a sequential process.	Correctly describes the temporal or logical sequence or process.	Explains the importance or logic of a sequence.	Identifies possible changes in a sequential process and their consequences.
	Interpreting simple series of data (of one or temporary variables)	Is not able to interpret a set of numerical data.	Makes mistakes in interpreting simple data series.	Calculates averages, percentages and constant trends.	Explains the significance of data analysis.	Draws conclusions from analysis of data.
	Expressing information in simple tables or graphs suggested by lecturer	Cannot condense information in a table or graph.	Utilises tables and graphs but does so incorrectly or incompletely.	Correctly utilises double entry tables and simple graphics (lines, columns, sequences, etc.).	His/her tables and graphs are clear and highlight important information.	Shows originality, his/her graphics are self-explanatory thanks to use of forms and colours.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Second level of mastery:</i> Selecting the most significant elements and their relations in complex situations</p>	Correctly identifying the main ideas in a complex text	Confuses main and secondary ideas. Levels of importance not distinguished.	Identifies main ideas but attributes importance to some that are not.	Correctly selects and enumerates all main ideas.	Logically orders ideas (premises and conclusions, hypotheses and arguments, etc.).	Clearly orders and describes with originality the relations between main ideas (concept map).
	Relating and ordering qualitative elements	Only identifies obvious relations or establishes incorrect relationships.	Establishes correct but fairly insignificant relationships.	Identifies without help significant relationships (temporal, hierarchical, or others).	Explains the type of relationship identified and its importance.	Justifies relationships identified and draws conclusions.
	Correctly describing non-sequential (parallel, several possible lines, reversing) processes	Reduces any complex process to a series of sequences.	Makes mistakes in identifying the different paths of a non-sequential process.	Correctly describes the different lines of a non-sequential process.	Identifies and explains the reasons why a process is not sequential.	Suggests improvements proposing possible new paths.
	Relating two or more quantitative variables	Does not know how to correlate two variables.	Makes mistakes in correlating variables.	Correctly correlates variables.	Correctly describes the significance of correlation analysis.	Draws conclusions from correlation analyses.
	Interpreting complex time series	Analyses series as linear when they are not (e.g. adjusts a line to a seasonal series).	Makes mistakes in analysing complex time series.	Correctly identifies trend or cycle changes.	Correctly explains type of adjustment made.	Correctly interpolates and extrapolates from adjustment made.
	On own initiative, selecting the right tool for presenting information (table and type of graph)	Tables and graphs are always the same. Only knows how to use one way of representing data.	Uses various types of tables and graphs but chooses them more for aesthetics than for appropriateness to situation.	Correctly uses best type of graph for representing each type of situation (static, evolution, comparisons, etc.).	Accompanies tables or graphs with explanatory text highlighting most important features.	Designs own graphs and tables, adding visual elements that improve their comprehension.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Third level of mastery:</i> Identifying information gaps and finding relations with elements outside the situation in question</p>	Identifying information gaps or lack of logical argumentation in written texts	Fails to see gaps or inconsistencies in text.	Identifies only some of the gaps or inconsistencies.	Identifies need for additional information. Points out inconsistencies.	Proposes additional sources of information. Suggests improvements in argumentation.	Incorporates additional information. Solves inconsistencies.
	Seeing cause-effect relationships or developing ideas from qualitative elements	Doesn't identify causal relations. Doesn't generalise from the particular.	Establishes incorrect causal relationships. Makes unfounded generalisations.	Identifies cause-effect relationships. Develops ideas from observation.	Provides correct argumentation to justify relations or generalisations identified.	Brings in outside facts (analogies) to support and strengthen conclusions.
	Designing the right process for attaining objectives in specific situations	The process designed does not lead to results. Important facts or activities missing.	Designs theoretical process that does not suit the situation in hand.	Designs effective process for achieving objectives, taking into account the facts of the situation.	Designs effective process suited to the situation to meet objectives.	Designs original, innovative process or proposes various alternative processes.
	Using sophisticated methods for analysing data and interpreting results	Unfamiliar with sophisticated statistical models.	Knows and utilises some sophisticated statistical models but doesn't know how to interpret results.	Utilises sophisticated statistical models and knows how to interpret results.	Justifies the type of analysis made and correctly describes the significance of results.	Draws significant conclusions from statistical analysis of the data.
	Basing ideas and conclusions on facts and the relations between them	Presents ideas as opinions without basing them on facts or on the relations between them.	Uses facts but only those that support own opinion.	Utilises all the facts and relations between them to argue in favour of ideas.	Evaluates and weighs facts and relations to arrive at conclusions.	Considers various possible options based on different weightings of the facts and relations between them.

Competence 3: Systemic Thinking

Definition:

This is the mental behaviour that enables one to organise and integrate interrelated components to form a whole. Understanding and dealing with reality through overall patterns.

Levels of mastery:

1. Mentally organising and integrating diverse components of reality, explaining it using holistic (global) models
2. Dealing with reality by using holistic knowledge
3. Having positive impact on team with a systemic, dynamic vision.

Indicators:

1. Integrating knowledge
2. Comprehending complexity
3. Knowledge transfer
4. Analysing systems and their interactions
5. Mental models
6. Using techniques

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>First level of mastery: Mentally organising and integrating diverse components of reality, explaining it through holistic (global) models</i>	Incorporating different course components into own analysis	Fails to relate key elements of the subject or makes illogical associations.	Establishes significant relationships between some components, facts etc. of the subject.	Explains processes, relations, interactions, connections, dependencies, etc. of the subject.	Orders and ranks elements, facts, processes, relations, etc. of the subject.	Diagrams processes, relations, interactions, etc. of the subject.
	Becoming aware of complexity and proceeding to analyse it	Shows no interest in complexity. Does not seem affected by it.	Gets blocked by complexity.	Discovers complexity without blocking, although insecure or uncomfortable with it.	Accepts the complexity of reality and feels able to cope with it.	Orders and ranks the elements to be considered in dealing with complexity.
	Showing ability to transfer theoretical or classroom knowledge to practical situations	Fails to relate theory and practice.	Has hard time seeing the practical applications of what has been learned.	Identifies practical applications of the contents studied.	Makes some practical applications of the contents.	Systematically projects and applies contents to practice.
	Distinguishing systems and subsystems (meso systems and microsystems) in personal life and/or at work	Fails to identify the existence of systems and subsystems.	Has difficulty in identifying systems and subsystems.	Detects the systems and subsystems at work in the environment.	Analyses some relations between systems and subsystems.	Grasps interdependencies and explains the interactions between systems and subsystems.
	Considering the mental models underlying a situation	Unaware of the existence of mental models in a situation.	Has hard time seeing some mental models underlying the situation.	Reflects on the impact of mental models on the situation.	Identifies and explains the mental models underlying the situation.	Compares and contrasts different mental models underlying the situation.
	Utilising basic techniques to engage in systemic thinking	Only identifies isolated cause-effect pairs.	Only makes linear analyses of sequences of facts.	Makes circular analysis of sequences of facts.	Grasps circular interactions correctly and easily.	Identifies the effects of intervention and regulation on circular sequences.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Second level of mastery: Dealing with reality using holistic knowledge in complex tasks and situations</i></p>	Integrating elements from different subjects or fields in analysing reality	Fails to relate elements from different subjects.	Sees relationships between some elements, events, facts, etc. from different subjects.	Integrates elements from various subjects in the same field of knowledge into a model for analysing reality.	Integrates elements from different disciplines or fields of knowledge into a model for analysing reality.	Works with an interdisciplinary approach.
	Adopting different perspectives, sources, dimensions, etc. to analyse reality	Adopts a sole perspective, source, dimension, etc. in analysing reality.	Adopts a few perspectives, sources, dimensions, etc. in analysing reality.	Adopts a variety of perspectives, sources, dimensions, etc. in order to understand reality.	Orders and ranks various perspectives, sources, dimensions, etc. in analysing reality.	Logically integrates the diverse perspectives, sources, dimensions, etc. used in analysing reality.
	Transferring contents into practice, through their integration in a project	Fails to apply contents to practice.	Partially applies contents to practice.	Applies contents to practice through integration in a project.	Designs and develops a project where contents are applied.	Evaluates project and introduces improvements as a consequence.
	Identifying and explaining any salient macrosystems in the situation	Doesn't distinguish macro- from meso- and microsystems.	Only describes the macrosystems in the situation.	Explains the salient macrosystems in the situation.	Establishes relationships between macro-, meso- and microsystems.	Clearly presents the interrelations between macro-, meso- and microsystems.
	Becoming aware of own mental models	Not aware of own mental models.	Has difficulty in recognising own mental models.	Is aware of own mental models.	Considers other mental models apart from own.	Explains the situation from the point of view of others' mental models.
	Differentiating between isolated facts and generalisations inferred from facts	Generalises impulsively and without caution.	Confuses isolated facts and generalisation, although shows some caution.	Generalises with caution and critical sense based on observation.	Utilises generalisations in decision-making taking into account their degree of accuracy.	Systematically checks the validity of generalisations.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Third level of mastery: Having positive impact on team thanks to dynamic systemic vision integrating various perspectives</i></p>	Viewing various fields of knowledge and/or disciplines systemically	Fails to integrate elements from various subjects, fields, perspectives, etc. in a single proposal.	Integrates some elements from different fields in a single proposal.	Approaches situations systemically, going beyond the levels of each of each field of knowledge.	Presents own systemic vision comprehensibly for others.	Helps team to develop systemic vision.
	Understanding the mechanisms of resistance to change in self and others	Reacts negatively to people who resist or reject change.	Exerts pressure to overcome resistance to change.	Identifies the mechanisms (implicit rules or power relations) underlying resistance to change.	Devises strategies to overcome the mechanisms (implicit rules or power relations) underlying resistance to change.	Motivates team to overcome the mechanisms (own implicit rules or power relations) underlying resistance to change
	Viewing systems dynamically	Has difficulty in explaining the evolution of a system over time.	Looks for the immediate effects of change.	Describes a system's time perspective.	Foresees the delayed effects of change and their impact on the system.	Foresees (short-, medium- and long-term) evolution of systems and their alternatives.
	Proposing motivating, feasible ways to advance beyond existing mental models	Partial, limited vision of reality hinders team's progress.	Supports team members who propose progressive systemic views.	Proposes mental models that would improve the team's predominant ones.	Stimulates improvement of team's mental models.	Helps team to develop mental models that better enable it to deal with situations.
	Helping to integrate conflicting mental models	Does not consider others' mental models.	Shows willingness to consider others' mental models.	Explains situations using mental models other than own.	Identifies consistencies, inconsistencies, meeting points and points of difference between different mental models.	Proposes new mental models acceptable from antigenic perspectives.
	Participating in team considering its complexity and interdependency	Tends to simplify problems and cast blame.	Avoids and rejects search for scapegoats.	Recognises the responsibility of multiple agents in problems.	Specifies the systemic impact of each agent's responsibility.	Distinguishes each agent's capacity to contribute to change in the system.

Competence 4: Creative Thinking

Definition:

This is the mental behaviour that generates searches to find new and unusual solutions that make sense in different areas of life.

Levels of mastery:

1. Perceiving information with an open mind, from different angles, utilising it to generate new ideas and approaches
2. Formulating a variety of questions and open alternatives to better understand a situation and generate original reasoned actions
3. Systematically developing creative and original approaches when doing academic or professional work

Indicators:

1. Independent thinking
2. Using information
3. Diversity of approaches in interpreting information
4. Versatility in searching for ideas
5. Using analogy
6. Applying criteria

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>First level of mastery: Perceiving information with an open mind, from different angles, using it to generate new ideas and approaches</i>	Freeing self from restrictive effect of received ideas or concepts	Ideas still very traditional.	Proposes ideas with well-known bases or without going beyond bounds of tradition.	Formulates ideas that overcome social and cultural barriers.	Expresses ideas that go beyond common thinking (status quo).	Tests ideas maintained through tradition.
	Using received information as a means to generate new ideas	Sticks with received information.	Uses information, but always within received perspective.	Uses information as springboard to developing new ideas.	Works with received information, offering a new view of the situation.	Restructures information producing a new proposal that stands out due to its originality.
	Perceiving information or a situation from different angles	Is unable to break free of received perspective.	Perceives situations from different, but common or well-known angles.	Views situations from divergent points of view.	Proposes different perspectives and argues them with rigour.	Proposes promising new ideas that could prove feasible.
	Exploring each idea from different standpoints	Is unable to imagine different paths or possibilities for each idea.	Contributions concentrated in a well-known or common circle.	Proposes different directions to explore each idea.	Traces different paths for each idea.	Traces original paths for each idea presented.
	Grouping related ideas in original categories	Is unable to group similar ideas in categories.	Classifies new ideas in foreseeable ways.	Groups related ideas in original categories.	Comprehensibly classifies ideas in original categories.	Classifications noteworthy for originality and explanatory capacity.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Second level of mastery:</i> Formulating variety of questions and opening alternatives to better understand situations and generate original reasoned actions</p>	Asking completely uninhibited questions to facilitate flow of options	Doesn't raise questions that would jeopardise the status quo.	Asks questions that stay within the ordinary or known conceptual framework.	Asks questions without self-censorship that favour the divergence of ideas.	Leaves aside all types of censorship and poses all kinds of questions that help broaden the span of possible options.	Asks deep, well-founded questions without sociocultural limits.
	Achieving variety of alternative ideas	Doesn't propose alternative ideas.	Has difficulty in proposing alternative ideas.	Proposes variety of alternative ideas.	Offers diverse, well-developed ideas.	Justifies with good reasoning the range of ideas presented.
	Asking diverse questions from different angles about particular situations	Asks some questions about situations, but does so insufficiently.	Asks all questions from the same perspective.	Asks numerous divergent questions about a situation or issue.	Systematically and thoroughly raises all possible questions about an issue from different angles.	Outstanding for the way in which he/she raises questions about situations or issues from surprisingly different angles.
	Seeing the consequences that each option may have	Fails to see the consequences of options or does so inadequately.	Sees some but not all consequences of proposed options, and does so insufficiently.	Sees possible consequences for each option proposed.	Systematically and rigorously foresees the possible consequences of each proposed option.	Foresees the possible consequences of each proposed option, taking into account the different perspectives for each one.
	Sharing and utilising others' ideas, expanding on or transforming them in original ways	Doesn't know how to use others' ideas to develop own creativity.	Utilises others' ideas without changing perspective, failing to achieve original modification.	Utilises others' ideas turning them into original ideas thanks to own transformation.	Shares and utilises as basis others' ideas transforming them into new and original ideas.	Creatively uses others' ideas and stimulates the creation of original ideas in the group.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Third level of mastery:</i> Systematically using creative and original approaches when doing academic or professional work</p>	Proposing creative approaches based on information given or found when undertaking a project	Doesn't contribute original ideas to the project.	Contributes ideas that are rarely original or important.	Proposes an original approach based on information given to class prior to undertaking a project.	Makes the most of any idea, viewing it from angles that are unusual and relevant to the project.	Transforms any approach into a more original one by modifying or combining it with other approaches.
	Asking pertinent questions to stimulate others' creativity	Questions asked are convergent or unidirectional.	Asks questions that are only slightly divergent.	Stimulates group's creativity by asking pertinent questions.	Asks challenging questions that prompt original responses and stimulate group participation.	Questions others' responses and reutilises them from other perspectives to prompt new ideas and views.
	Making proposals based on well-pondered choice of best ideas	Proposals are not well justified.	Makes poor or insufficient evaluations.	Selects ideas on the basis of evaluation.	Makes systematic evaluation before selecting the best ideas and incorporating them into a project.	Uses original evaluation perspectives to select best ideas and incorporate them into a project.
	Developing an original approach for a highly developed project	Project lacks originality and elaboration.	Level of originality and/or elaboration is very poor.	Undertakes project with an original, well-developed approach.	Undertakes project with original, very well-developed elements.	Integrates with originality all elements of the project.

Competence 5: Problem-solving

Definition:

This is the mental behaviour that generates searches to find new and unusual solutions that make sense in different areas of life.

Levels of mastery:

1. Perceiving information with an open mind, from different angles, utilising it to generate new ideas and approaches
2. Formulating a variety of questions and open alternatives to better understand a situation and generate original reasoned actions
3. Systematically developing creative and original approaches when doing academic or professional work

Indicators:

1. Independent thinking
2. Using information
3. Diversity of approaches in interpreting information
4. Versatility in searching for ideas
5. Using analogy
6. Applying criteria

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>First level of mastery: Identifying and analysing a problem to generate alternative solutions, applying methods learned</i>	Identifying what is and is not a problem, taking the decision to address it	Doesn't properly distinguish problem of conflict from algorithm.	Has difficulty in differentiating between problem, conflict and algorithm.	Correctly identifies problems, differentiating them from other situations.	Outstanding ability to easily identify where a problem lies.	Identifies problems with ease and is able to say why or how he/she does it.
	Reading and/or listening actively. Asking questions to define the problem in hand	Doesn't respond to the problem.	Asks some appropriate questions to define the problem.	Asks appropriate questions to define the problem.	Is quick to ask questions to define a problem.	Formulates key questions to define the problem and evaluate its importance.
	Gathering significant information to resolve problems using facts and not only subjective opinions, following a logical method of information analysis	Doesn't gather information or the information gathered is not significant.	Gathers significant information, but sometimes incomplete, and doesn't always follow a method of analysis.	Gathers the information needed and analyses it correctly.	Accurately selects valuable information and analyses it systematically.	Efficiently gathers significant information and analyses it with a good method, contributing thoughts.
	Following a logical method to identify the causes of a problem rather than just the symptoms	Fails to identify the causes of the problem. Confuses causes with symptoms.	Identifies some causes, in others only the symptoms.	Identifies the causes of a problem, following a logical method.	Identifies and ranks the causes of a problem.	Follows a logical process to identify causes, integrating them into a model.
	Presenting different options for alternative solutions to a single problem, and evaluating the possible risks and advantages of each	Doesn't present alternatives.	Occasionally presents alternatives.	Presents some alternatives and some pros and cons.	Presents a good analysis of available alternative solutions.	Chooses the best alternative, based on analysis of the different options.
	Designing a plan of action for applying the chosen solution	Doesn't choose a solution or proposes one that is illogical.	Chooses a solution but doesn't plan application.	Specifies the steps to take in applying the solution that he/she has chosen.	Chooses a good solution and designs the plan of action for applying it.	Outstanding for choice of solution and for the design of the plan of action.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Second level of mastery:</i> Using own experience and criteria to analyse the causes of a problem and construct a more efficient, effective solution</p>	Recognising a complex problem and being able to break it down into manageable parts	Is unable to handle complex problems.	Has difficulty in seeing and analysing the complexity of a problem, doesn't manage to break it down into manageable parts.	Identifies complex problems, analyses them and subdivides them into manageable parts.	Makes a good analysis that includes priorities and breaks down the problem into manageable parts.	Has comprehensive view, brilliantly recognises the parts of the problem and how they are related.
	Contrasting sources of information and handling facts rigorously	Doesn't worry about the rigorosity of information.	Needs help in checking reliability of sources of information and strength of facts.	The facts he/she uses are rigorous and come from trustworthy sources.	Handles hard facts and knows how to manage conflicting information from different sources.	Provides noteworthy analysis of conflicting information drawn from different sources, and even contributes new sources.
	Having a method of analysis for identifying elusive underlying causes and evaluating their impact on problems	Makes deficient analyses of causes.	Identifies causes, but still doesn't evaluate their impact on problems.	Correctly follows a method to identify causes and evaluate their impact.	Provides a good method of analysis for identifying causes.	In addition to providing a good method of analysis for identifying causes, evaluates their impact with comprehensive view.
	Presenting solution options that are most often effective for resolving problems.	Doesn't present any solutions.	Presents solutions, but they are not effective.	Presents more than one effective alternative solution.	Presents array of options with effective solutions.	The options proposed feature diversity, rigor and internal logic.
	Having good criteria for choosing between alternative solutions	Lacks criteria. Doesn't know how to justify his/her decision.	Utilises criteria inappropriately.	Correctly utilises the criteria offered for choosing a solution.	Applies the most appropriate criteria for weighing options and choosing the right solution.	Develops own criteria that lead to selecting the best of alternative solutions.
	Devising a realistic plan of action and follow-up for applying the solution	Doesn't devise a realistic plan of action.	His/her plan of action is realistic but lacks a follow-up plan.	His/her plan of action is realistic and includes a follow-up plan.	His/her plan of action and follow-up plan noteworthy for their quality.	Noteworthy for the quality of his/her plan of action and follow-up plan. Foresees contingency plans.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Third level of mastery:</i> In teams, proposing and constructing solutions to problems in different fields, with comprehensive view</p>	Foreseeing problems before their effects become evident	Lacks foresight in identifying problems.	Has difficulty in foreseeing problems if their effect is not evident.	Foresees the possible existence of problems.	Identifies problems ahead of time, analysing and prioritising them.	Heads off problems by identifying them ahead of time.
	Analysing problems and their causes through an overall, medium- and long-term approach	Confronts problems without an approach.	Approach is partial or for the short term only.	Has an overall medium- and long-term view of the problem.	Focuses on the solution of problems foreseeing their consequences.	Noteworthy for excellent analysis of the problem and its solution.
	Directing the systematic process of working toward decision-making in the group	The working processes followed are not systematic or adequate for group decision-making.	Follows but does not direct the process.	Directs in organised way the approach and problem-solving process in the group.	Takes the initiative in directing the approach and problem-solving process in the group.	Creatively directs, with the consent and trust of fellow members, the approach and problem-solving process in the group.
	Transferring learning from classroom exercises and cases to real situations in other fields	Sticks to specifics, to the "here and now".	Needs guidance to transfer learning to other fields.	Transfers the approach learned to other fields of action.	Confronts real situations in other fields utilising prior learning which he/she generalises and interrelates.	Outstanding for ability to deal easily with real situations in all fields, creatively utilising prior learning.
	Obtaining the necessary support of others to back actions and have sufficient allies for the success of his/her decisions	Doesn't make allies.	Obtains support but it is insufficient to carry decisions.	Obtains the support of members of the group to carry out the plans of action designed for problem-solving.	Obtains support of allies outside the group to ensure success of the decisions taken.	Is recognised for his/her ability to organise and manage things at the intergroup level to ensure success of the decisions taken by the group.

Competence 6: Learning Orientation

Definition:

Strategically and flexibly utilising learning in accordance with objectives, based on recognition of how one learns and on awareness of learning per se (relating new information to previous mental schema and utilising the new schema generated).

Levels of mastery:

1. Incorporating and showing active attitude toward the learning proposed by experts
2. Understanding and questioning the theoretical models of a discipline and exploring new fields of knowledge
3. Integrating diverse theories or models making a personal, creative synthesis suited to one's own professional requirements

Indicators:

1. Learning strategies and techniques
2. Regulating one's own goals and learning
3. Attitude of curiosity and initiative
4. Vision and field of study
5. Openness to change

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>First level of mastery:</i> Learning what is proposed by experts, showing active willingness to assimilate it	Putting into practice in a disciplined manner the approaches, methods and experiences proposed by the lecturer	Doesn't know or ignores lecturer's proposals.	Wrongly interprets or applies lecturer's proposals.	Adequately follows lecturer's proposals in own learning process.	Argues the appropriateness of the strategies proposed for the objective of learning.	Gives priority to the lecturer's proposals that best suit the learning objectives.
	Sharing and assuming the learning objectives proposed by the lecturer	Ignores the learning objectives proposed by the lecturer.	Misinterprets the learning objectives.	Identifies with the learning objectives proposed by the lecturer.	Prioritises with good judgement the learning objectives proposed by the lecturer.	Makes excellent personal changes to learning objectives.
	Asking in order to learn and endeavouring to clarify doubts	Information received raises no doubts or questions in his/her mind.	Only asks when called on by lecturer or to solve specific problems.	Raises doubts and questions about information received, to better understand the subject.	His/her doubts and questions seek to complete the information received in order to learn.	Raises questions and/or doubts that show good questioning of what has been learned.
	Understanding the fundamentals of a discipline	Repeats without understanding or with difficulty, aspects of the discipline worked on. Makes mistakes.	Knows superficially (identifies, recognises, reproduces) aspects of the discipline worked on.	Clearly presents and explains the content studied.	Applies content learned to new situations.	Seeks relations between content worked on in the discipline to better understand the subject.
	Recognising the importance of others' mental schema	Always sees things from own perspective. Defends own positions, refuting those of others.	Shows little interest in sharing own ideas with others.	Listens with interest to the ideas proposed by classmates and by the lecturer.	Asks for the perspectives and opinions of others, concerning matters being studied.	Promotes the exchange and argumentation of opinions, to enrich and further learning.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Second level of mastery:</i> Understanding and questioning the theoretical models of a discipline and exploring new fields of knowledge</p>	Selecting procedures among those proposed by the lecturer	Doesn't rank the procedures proposed by the lecturer in order of priority.	Chooses some of the procedures proposed by the lecturer, but without good criteria.	Uses the most appropriate procedure among those proposed by the lecturer.	Reasons about whether the most appropriate procedure suits the learning objectives.	Incorporates own procedures suited to the learning objectives.
	Reformulating and adapting the learning objectives proposed by the lecturer	Doesn't think about learning objectives.	Superficially accepts the lecturer's objectives, but could have questioned them.	Reformulates in own terms the learning objectives proposed by the lecturer.	Introduces innovative changes regarding learning objectives.	Noteworthy for the novelty and appropriateness of the changes proposed for own learning objectives.
	Asking intelligent questions that question what is being learned	Only asks comprehension questions.	Asks questions that show a certain questioning of what has been learned.	Asks questions that question and expand what has been learned.	His/her questions and contributions cause others to question what has been learned.	His/her questions broaden the analytical perspective of the information presented.
	Showing initiative in the search for information	Doesn't utilise the minimum references required.	Only utilises the minimum references required.	Extends information beyond the minimum references required.	Looks up and uses information from different sources.	Has developed the habit of reading and finding background documents, using the information appropriately.
	Gaining a comprehensive view of the different theories or methodologies of a subject	Studies the different parts of a subject without seeing the relations and logical connections between them.	Sees partial relationships between different aspects of the subject, but doesn't manage to gain an overall view.	Relates knowledge gained from the subject and is able to see the whole.	Correctly estimates and infers causes, consequences, implications, relationships.	Is able to formulate and create "mini theories" based on elements.
	Contrasting one's own ideas with those of others, using this as a learning opportunity	Doesn't question own ideas. Doesn't accept criticism. Always follows the same patterns and guidelines.	Accepts criticism and corrections from others.	Questions own ideas and guidelines, based on the contributions of others.	Contrasts own pre-conceived ideas and guidelines with those of others, and is able to modify them.	Values the exchange of ideas as an opportunity that motivates new learning and personal development.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Third level of mastery:</i> Integrating diverse theories or models into a personal, creative synthesis suited to one's own professional requirements</p>	Independently adapting one's learning strategies to each situation	Always uses the same learning strategies.	Has very little variety in learning strategies.	Uses different learning strategies according to each situation.	Reasons well about how to adapt own strategies to each situation.	His/her learning strategies are excellent and characterised by their flexibility, suitability and creativity.
	Establishing own learning objectives	Lacks real learning objectives.	Formulates own learning objectives by repeating the ones proposed by the lecturer.	Has own learning objectives.	Sees relationships between own learning objectives for different subjects.	Integrates learning objectives for the subject with his/her overall education objectives.
	Making significant contributions or certain innovations	Doesn't make personal contributions, or they are not significant.	Makes personal contributions of little importance.	Makes significant contributions to the subject in hand.	His/her contributions integrate different knowledge, theories or models.	His/her contributions outstanding for their validity and creativity.
	Being able to draw on paradigms from other disciplines and/or fields of knowledge close to own	Doesn't transfer what has been learned in one discipline to other disciplines or fields of knowledge.	Applies with difficulty what has been learned in one discipline to other disciplines and fields of knowledge.	Is able to see relationships between knowledge acquired in different disciplines.	Quickly and easily applies and generalises knowledge between disciplines.	Works simultaneously with various paradigms of knowledge and research.
	Building shared knowledge, learning and facilitating the joint construction of learning	Avoids dialogue and encounters for learning. Prefers to work alone.	Participates by contributing to dialogue and shared work.	Actively takes part in dialogue to share perspectives and reach agreement.	Seeks points of encounter and promotes the convergence of different perspectives expressed.	Facilitates the joint construction of new perspectives, ideas and theories, based on the integration of all contributions.

Competence 7: ICT Literacy

Definition:

Utilising computer skills or Information and Communication Techniques (ICTs) as tools for expression and communication, for accessing information sources, for data and document filing, for presentation tasks, for learning, research and co-operative work.

Levels of mastery:

1. Properly managing files, generating documents with a text processor, browsing Internet and using e-mail correctly
2. Editing documents of certain complexity, creating slide presentations and simple web pages
3. Editing complex text documents, even utilising macros, and managing spreadsheets through functions and references

Indicators:

1. File and programme management
2. Safeguarding information
3. Text editing
4. Spreadsheets
5. Internet and e-mail
6. Presentations

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>First level of mastery: Properly managing files, generating documents with a text processor, browsing Internet and using e-mail correctly</i>	Correctly managing files	Has difficulty in managing files (loses them, accidentally changes extensions, has problems with strange characters in names, etc.).	Shows clear lack of organisation in management of files.	Correctly creates, modifies, copies, changes name and relocates files.	Correctly names, orders and classifies files.	Noteworthy for ease and accuracy in the management of files and directories.
	Configuring and personalising the computer desktop	Doesn't introduce any adaptations or changes in desktop configuration.	Creates unnecessary, accidental or unconstrained direct accesses.	Creates direct accesses for the applications that he/she uses most.	Keeps in good order the direct accesses to applications that he/she uses most.	Keeps direct accesses clear and in good order, with the most usual ones close to hand and others at a second level of access.
	Utilising page headers and footers in documents	Doesn't number pages.	Pages are numbered but without headers or footers.	Pages have headers or footers, and are numbered.	Makes different headers and footers for odd and even pages.	Generates the content of headers or footers using cross references or fields.
	Giving proper format to documents, paragraphs and characters	Page, paragraph and character formats are beyond his/her control.	Uses irregular or incorrect page, paragraph and character formats.	Correctly and uniformly uses the formats of pages, paragraphs and sources.	Appropriately varies utilisation of page, paragraph and character formats (e.g., margins, indenting subsections, quotes in italics, lists, etc.).	Outstanding clarity and appropriateness of page, character and paragraph formats.
	Reading and filing e-mail messages	Can't access messages received some time ago.	Accesses past messages that have accumulated in the Inbox.	Reads and saves incoming messages in more than one folder.	Organises correspondence folders well.	Uses filters to automatically classify certain messages.
	Carefully safeguarding files	Is not concerned with making backup copies.	Makes occasional copies of own documents.	Makes regular backup copies.	Makes regular backup copies in more than one support or location.	Makes backup copies in a physical location away from the computer.
	Utilising the Help tools of the most usual applications	Doesn't know how to use programme Help tools when they could be of use.	Manages to obtain only part of the important information available in Help tools.	Finds needed information in Help tools.	Manages to resolve problems thanks to utilisation of Help tools.	Noteworthy for speed and ease with which finds help in problematic situations.
	Sending e-mail messages correctly	Sends messages that are incomplete or have evident format or legibility errors.	Sends messages that infringe basic guidelines or etiquette (text in capitals, omits greeting, incomplete signature, poor alignment, etc.).	Sends messages in correct format.	Sends messages in proper format, using group mail when appropriate.	Sends messages in proper format, utilising as appropriate group mail and available options (urgency, not showing certain parameters in the message, etc.).
	Looking up necessary information in the Web	Overlooks clear opportunities to obtain available information from the Web.	Makes searches that are too broad or incomplete (doesn't use good criteria).	Finds the information that he/she needs.	Makes good, well-focused searches.	Noteworthy for speed and ease in formulating search criteria.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>Second level of mastery: Editing documents of certain complexity, creating slide presentations and simple web pages</i>	Correctly managing sections in text processor	Ignores the existence of sections in text processor and how they can improve documents.	Utilises sections but makes mistakes in their configuration.	Utilises section breaks without making obvious mistakes.	Correctly changes page formats in sections (e.g., portrait – landscape, headers and footers, etc.).	Correctly uses section breaks even to create different numbers of columns on the same page.
	Creating tables	Instead of using tables, lines up items that should be separated by tabs in tables.	Tables have defects of alignment, text styles, etc.	Tables are correctly made (dimensions, horizontal alignment, text styles).	Correctly utilises vertical alignment and the horizontal location of the table itself in a text.	Combines cells and selectively uses borders to good effect.
	Inserting images	Can't insert images when the task calls for it.	Inserts images with poor alignment or wrong sizing.	Inserts images that are well aligned and sized for the context.	Inserts images correctly and carefully utilises image insertion by linking the file.	Correctly inserts linked images and titles all of them utilising the title insertion feature of text processor.
	Spell checker and language selection	Forgets to use the spell checker.	Uses the spell checker incorrectly (e.g., doesn't correctly define the language, only uses it sometimes).	Uses the spell checker well, specifying the language of the document.	Uses the spell checker well, specifying various languages in different stretches of the document.	Uses the spell checker well, specifying various languages in different stretches of the document and personalising dictionaries.
	Preventing security problems	Forgets to update the antivirus or to look for system updates.	Occasionally updates the antivirus and finds system updates.	Regularly updates the antivirus and finds system updates.	Regularly updates the antivirus and system, and uses a firewall.	Has programmed antivirus and system updates, and uses a firewall.
	Creating slides	Can't create slides.	Creates slides with format errors (excessive or illegible text, inappropriate colours and tones, poor alignment of objects, etc.).	Creates slides without evident format errors.	His/her slides have good format and include dynamic elements.	His/her slides noteworthy for simplicity, completeness, format and use of dynamic elements.
	Creating web pages, blogs or wikis	Can't create web pages or participate correctly in blogs or wikis.	Creates web pages or participate in blogs or wikis with clear errors (inappropriate or irregular format, non-functioning hyperlinks, etc.).	Correctly creates simple web pages or participate in blogs or wikis.	Creates web pages of certain complexity (regarding images, hyperlinks, formats, dynamic objects, etc.) or manage simple blogs or wikis.	Creates complex web pages that include access to databases or manage complex blogs or wikis.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>Third level of mastery: Editing complex text documents, even using macros, and managing spreadsheets through functions and references</i>	Using the styles feature in text processor	His/her documents are irregular in format because doesn't use styles.	Utilises text processor styles committing some format errors (e.g., accidentally modifying paragraph or character formats).	Utilises predefined styles in text processor but is unable to adapt them to own requirements.	Utilises and adapts text processor styles carefully and correctly.	Noteworthy for creating own styles that enhance the clarity of documents.
	Generating tables of contents automatically	Ignores the possibility of utilising tables of contents.	Makes mistakes in the automatic creation of tables of contents (lack of updating, alignment errors, reference to items that no longer exist, etc.).	Correctly generates tables of contents based on the use of title styles.	Utilises tables of contents of section titles and of various types of items (figures, tables, etc.).	Utilises tables of contents and cross references with accuracy and ease.
	Combining templates with lists of records	Ignores the existence of combining correspondence data when this would prove useful.	Utilises the tool of combining correspondence data with obvious limitations or errors.	Correctly utilises the tool of combining correspondence data to distribute messages or generate document lists.	Correctly utilises the tool of combining correspondence data appropriately filtering records.	Utilises the tool of combining correspondence data, personalising messages or files using conditional clauses.
	Using text processor macros	Ignores the existence of macros in text processor when they would prove useful.	Makes mistakes in the utilisation of text processor macros.	Records and executes text processor macros, without modifying them.	Records text processor macros, editing and modifying them for own use.	Has a battery of personalised macros to speed up repetitive, frequently-used tasks.
	Personalising text processor menus and icons	Ignores the possibility of personalising menus and icons.	Personalises menus and icons but in disorganised or inefficient manner.	Correctly personalises text processor menus and icons.	Correctly personalises text processor menus and icons, as well as keyboard commands for the functions that he/she uses most.	Personalises text processor menus, icons, keyboard commands and templates.
	Configuring the format of spreadsheets	His/her spreadsheets have an irregular or incorrect look that greatly hinders reading.	Makes certain errors in formatting spreadsheets.	His/her spreadsheets have correct format (utilisation of several sheets, sources, borders, cell widths and heights, etc.).	His/her spreadsheets have correct format and include images, buttons or hyperlinks.	Noteworthy for the functionality, correction and clarity of his/her spreadsheets.
	Using references in spreadsheets	Forgets to use references in spreadsheets even when necessary.	Makes mistakes in the utilisation of references in spreadsheets.	Utilises references within a single spreadsheet.	Utilises references between different sheets of the same book or utilises names.	Consults or exchanges external data in spreadsheets.
	Using functions in spreadsheets	Calculates manually or with a calculator rather than using spreadsheet calculation functions.	Does simple calculation operations using mathematical symbols, without actually using functions.	Correctly utilises simple functions in spreadsheets.	Correctly utilises certain complexity in spreadsheets.	Correctly utilises complex and conditional or nested functions in spreadsheets.

Competence 8: Objectives-Based Management

Definition:

Aiming an academic, business, leisure or personal mission toward the attainment of personal or group objectives, through efficient allocation of time, effort and resources

Levels of mastery:

1. Setting objectives and goals, planning how to achieve them and monitoring degree of progress
2. Efficiently pursuing stated objectives and goals, analysing and addressing difficulties and necessary adjustments
3. Setting challenging objectives and goals, sharing and accomplishing them with others

Indicators:

1. Setting goals and objectives
2. Monitoring progress
3. Overcoming difficulties
4. Use of resources

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>First level of mastery:</i> Setting objectives and goals, planning how to achieve them and monitoring degree of progress	Establishing own short- and medium-term goals and objectives	Doesn't define own goals and objectives, or acts without relation to them.	Establishes inappropriate goals or isn't committed to them.	Is able to set own objectives appropriately.	Establishes own goals well and is committed to meeting them.	Has a well-devised plan that he/she knows how to justify, shows commitment and is able to complete it.
	Resolving without help basic difficulties standing in way of objectives	Gets blocked by basic difficulties.	Needs help when plan runs up against basic difficulties.	Finds resources to resolve basic difficulties encountered.	Resolves without help basic difficulties encountered in fulfilling plan.	Proposes good solutions for overcoming basic difficulties encountered.
	Adapting action plan and resources to objectives set	Action plan is inappropriate given the resources available to meet targeted objectives.	Even with clear objectives, doesn't appropriately manage resources available.	Action plan is consistent with objectives and with resources available.	Makes efficient use of resources available for reaching objectives.	Incorporates a form that enhances integration of resources and methodology for reaching goal.
	Deciding tasks to be performed, deadlines and basic controls concerning goals and objectives	Action plan doesn't include control indicators or doesn't use them.	Formulates control indicators inappropriately.	Plans the use of indicators to monitor compliance with tasks and deadlines.	Monitors tasks and deadlines compliance using control indicators.	Adapts plan in accordance with analyses made.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Second level of mastery:</i> Efficiently pursuing stated objectives and goals, analysing and addressing difficulties and necessary adjustments</p>	Identifying with and committing self to objectives and goals	Has difficulty in identifying with objectives; must be dragged along.	Identifies with the objectives that others propose.	Understands and identifies with objectives, asks about them, etc.	Identifies with and is committed to objectives.	Is committed to objectives and makes contributions to clarify and achieve them.
	Identifying difficulties and finding ways to overcome them to achieve objectives	Has difficulty in recognising difficulties that arise.	Recognises difficulties encountered but doesn't know how to resolve them.	Finds ways of overcoming the difficulties that he/she identifies.	Resolves in practical ways the difficulties that he/she identifies.	Resolves difficulties brilliantly and with personal contributions.
	Using available resources with efficiency	Makes poor use of resources within grasp.	Utilises available resources, but without achieving objectives.	Achieves desired objectives with resources available.	Makes efficient use of resources to achieve objectives.	Optimises use of resources in own work to achieve objectives.
	Systematically revising action plan and modifying it as needed to improve it	Lacks system for revising own plans of action.	Is inconsistent in revising own plans of action according to established control measures.	Regularly analyses and adjusts action plan, according to established control measures.	Systematically analyses own action plan, providing original indicators and methods of control.	Carefully monitors plan, specifying improvements introduced and doing better than required by control measures.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Third level of mastery:</i> Setting challenging objectives and goals, sharing and accomplishing them with others</p>	Setting and addressing ambitious, feasible medium- and long-term goals and challenges	Lacks somewhat challenging objectives.	Proposes ambitious objectives, but with feasibility problems given own possibilities.	The objectives that he/she sets are challenging and feasible.	Sets self challenging objectives and incorporates a continuous improvement process.	Sets challenging objectives, with such enthusiasm that it spreads to others.
	Foreseeing difficulties and problems standing in way of objectives	Gets caught up in difficulties on way to objectives due to lack of foresight.	Is only able to see difficulties if they are pointed out.	Foresees and addresses difficulties suggesting solutions.	Is notable for foresight in anticipating problems and difficulties.	Noteworthy for anticipation and creativity in problem-solving and overcoming difficulties, so that they don't distort results.
	Taking advantage of own and outside opportunities and resources, using them innovatively and creatively	Doesn't appear to be aware of own possibilities and personal resources.	Misses opportunities to use resources that could be obtained from other sources.	Recognises and uses own and outside resources creatively.	Uses own and outside resources creatively, innovatively and efficiently.	Is excellent organising resources creatively and strategically to accomplish objectives proposed.
	Taking decisions according to established control measures, without unnecessary hurry or delay	Doesn't react to process control indicators.	Utilises indicators to decide, but does so too early or late.	Revises own processes and takes decisions at the right moment.	Keeps close watch on indicators and if necessary appropriately rectifies ongoing plans of action.	Analyses and explains possible deviations and draws conclusions for improvement.

Competence 9: Planning

Definition:

Deciding effectively the objectives, priorities, methods and controls for work to be done, by organising tasks within deadlines and available means

Levels of mastery:

1. Methodically organising one's work, resources and time, depending on available possibilities and priorities
2. Taking part and getting involved in the organised undertaking of group work, foreseeing the tasks, times and resources needed to achieve desired results
3. Methodically and successfully planning the undertaking of a complex project (for example: Final Project)

Indicators:

1. Organisation
2. Method
3. Logic
4. Pragmatism
5. Results

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>First level of mastery: Methodically organising one's work, resources and time, depending on available possibilities and priorities</i>	Organising adequate processes and procedures for own activities	Own disorganisation hinders performance.	Establishes an order for carrying out tasks.	Organises tasks time-wise.	Devises effective work plan for all own activities.	Plans activities effectively to make best use of own means and availability.
	Designing how to accommodate processes and procedures to available means, foreseeing how long they will last	Improvises own activities without logic.	Enumerates the tasks to be done, without systematising them.	Utilises some planning procedures that are right for the context.	Dynamically and flexibly adapts planning methods to own activities.	Planning is one of his/her usual methods of work. Is reasonably methodical.
	Planning with good criteria how to accommodate available means and time to priorities	Does things haphazardly, without taking priorities into account.	Sets poor priorities regarding needs and activities.	Sets appropriate priorities for undertaking tasks.	Plans own activities taking into account possibilities, means and priorities.	Acts in consequence with own planning of priorities.
	Being aware of own means and availability for undertaking activities	Undertakes activities without thinking about own means and requirements.	Has difficulty in adjusting means and activities.	Plans with mind on feasibility.	Adapts plans to own real possibilities.	Demonstrates the feasibility of own plans by fulfilling them.
	Planning with achievement in mind	Acts without planning or foreseeing results.	Organises own plans without supervision.	Regularly checks to see whether activities match achievements foreseen.	Foresees how to control possible deviations in activities and achievements.	Identifies, evaluates and draws conclusions from the plan's results.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Second level of mastery:</i> Taking part and getting involved in the organised undertaking of group work, foreseeing the tasks, times and resources needed to achieve desired results</p>	Taking part in the organisation of group processes and procedures	Doesn't get involved in group organisation of tasks.	Takes passive role in planning activities.	Participates in organising group planning activities.	Shows initiative in group planning activities.	Promotes planning tasks by distributing tasks and functions.
	Planning group activity methodically	Not interested in collaboration.	Simply abides by the decisions of the group.	Uses good planning methods and techniques for group work.	Contributes to group planning with methodical work.	Turns the methodical planning of group work into a strength.
	Planning task distribution	Interrupts group planning, giving priority only to own interests.	Questions and criticises the planning of group work without proposing alternatives.	Collaborates in the distribution of tasks among group members.	Assumes shared responsibility in the distribution of work.	Makes of the distribution of tasks a strength of the group.
	Planning with clear awareness of the group's available means and times	Not interested in the planning of the group's resources.	Argues over the availability of means and times, without contributing solutions.	Adapts own time and resources to the plan of the group.	Participates in the planning of a strategy incorporating the interests, resources and time of the group.	Strategically utilises means and times of the group as the basis for planning.
	Planning supervision of the group's activities to achieve results	Considers group task supervision as an intrusion.	Fails to complete tasks planned collectively.	Participates in the collective monitoring of plan to control results.	Supervises planning with relation to the achievements of the group.	Contributes with continuous monitoring to improvement of the group plan.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Third level of mastery:</i> Methodically and successfully planning the undertaking of a complex project (e.g.: Final Project)</p>	Organising adequate processes and procedures for the project	Project lacks organisation.	Only defines the project objectives.	Defines the structure of the project with objectives, the sequence and duration of activities.	Builds the structure of the project on the basis of objectives set.	Devises projects with outstanding alignment of projected objectives, means and structure.
	Planning methodically	Doesn't use methodological criteria in planning the project.	Only plans the time variable.	Draws up the plan with a method appropriate to the work in mind.	The method selected correctly integrates the means and duration of the project.	The project brilliantly incorporates methods and techniques that guarantee its accomplishment.
	Developing projects with logic appropriate to the tasks in hand	The project lacks internal logic.	Generates work plans without proper articulation between their parts.	The projected work plan is logical in the articulation of its contents.	The project is well argued and structured within a logical work plan.	The project approach shows excellent alignment of the different parts of the project.
	Planning with clear awareness of the means and times available	Plans out of context, without identifying means and times.	Plans without managing to adjust the means and times available.	Plans with the resources and times actually available.	The project suits activities to means and times available for each.	The project shows perfect adaptation of each foreseen activity to the means and times available.
	Planning supervision of activities to achieve results	Considers it unnecessary to plan to achieve control over the results of own work.	Plans without considering the obtention of results as a planning variable.	Project provides for monitoring activities and results.	Devises project with a flexible, dynamic order to monitor activities and results.	Draws up different contingency plans to control hypothetical scenarios and results.

Competence 10: Writing Skills

Definition:

Relating effectively to other persons through clear written expression of what one thinks and/or feels, using graphic support as necessary

Levels of mastery:

1. Correctly and clearly communicating in short essays what one thinks or feels using appropriate devices
2. Communicating with ease in medium-length essays, structuring the contents of the text and support graphics to facilitate the reader's understanding and interest
3. Writing long, complex essays convincingly, demonstrating own style in organisation and expression

Indicators:

1. Contents
2. Clarity
3. Proficiency
4. Suiting style to reader
5. Using effective devices

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>First level of mastery: Correctly and clearly communicating in short essays what one thinks or feels using effective devices</i>	Dealing with one specific topic, without straying into another	Mixes various topics without clarifying which is the main one.	Lengthens essay with unnecessary repetitions or rambling.	Focuses on topic without digressions.	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	Uses confused, hazy expressions. Very difficult to follow.	Expression can be understood but the essay is disorganised.	Presents the different aspects of the topic in logical order.	Includes an introduction, development and a conclusion.	Organises the essay sections and paragraphs.
	Writing well grammatically	Omits subjects or verbs. Uses wrong mood, tense or persons in verbs.	Makes spelling mistakes.	The essay is correct as far as spelling and syntax are concerned.	The essay is correct as far as spelling and syntax are concerned, and is punctuated properly.	Utilises prepositions and conjunctions well.
	Using appropriate language for the type of document and reader	Uses own abbreviations or jargon.	Uses the terminology of the subject incorrectly.	Suits language to the type of document and reader.	Correctly uses the proper technical terminology for the subject.	Uses synonyms to clarify ambiguous or equivocal terms.
	Using appropriate devices to facilitate reading and comprehension of the essay	Doesn't use typographic devices (font, paragraph, style formats, etc.). Doesn't number pages.	Overuses formatting devices, hindering comprehension.	Appropriately uses typographic devices (font, paragraph, style formats, etc.).	Uses footnotes or endnotes for references, comments, etc.	Clearly identifies the essay and its key elements.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Second level of mastery:</i> Communicating with ease in medium-length essays, structuring contents and graphic material to facilitate the reader's understanding and interest</p>	Relating various elements (facts, opinions, etc.) to arrive at conclusions	Mixes facts, opinions, arguments and conclusions without apparent order.	Draws conclusions not based on the points made in the essay.	Draws conclusions based on the points made in the essay.	Identifies possible reservations concerning conclusions or gaps in information.	Based on conclusions, sees or proposes possible relations with other topics or disciplines.
	Structuring essay to aid comprehension	Goes from one topic to another without using headings.	Uses confusing, ambiguous or overly long headings.	Headings are brief and explicit (identifying well the following content).	Taken together, the headings cover the full content and are mutually exclusive.	The sequence of headings follows an order that aids comprehension.
	Using appropriate language to convey contents	Uses words or expressions with wrong meaning.	Uses rambling expressions.	Utilises words and expressions accurately with precise meaning.	Is concise. Uses clear, comprehensible sentences (doesn't ramble).	Is concise and illustrates with examples points that could prove misleading.
	Capturing reader's interest	Uses inappropriate style that causes rejection.	The essay is boring.	Uses introduction or other devices to spark interest.	Way of approaching subject captures reader's interest.	Maintains interest till end, managing to surprise the reader.
	Including tables and graphs suited to the contents and reader	Doesn't use tables or graphics, only text.	Uses poorly labelled, inappropriate or poorly located tables and graphs.	Tables and graphs are adequate and are correctly located.	Tables and graphs are self-explanatory without need of reading the text.	Utilises tables and graphs with added value that are well integrated into the text.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Third level of mastery:</i> Writing long, complex essays convincingly, demonstrating own style in organisation and expression</p>	Developing subject originally and completely	Uses others' paragraphs without citing the source (plagiarism, «copy and paste») or is not complete.	Is complete, but without personal development.	Develops topic in own words and way: original and complete.	Development of the topic incorporates quotes from other authors that strengthen argument.	Development of the topic incorporates quotes from other authors that put own argument to the test.
	Utilising numerations that help to relate different parts	Fails to identify with clarity subdivisions, lists, annexes, etc.	Uses different types of numeration inappropriately.	Internal references are clear thanks to proper use of numerations (headings, lists, annexes, etc.).	Facilitates comprehension combining numeration and subheadings.	Indicates hierarchy of paragraphs also using indenting.
	Demonstrating originality and proficiency in use of language	Overuses passive voice and impersonal phrases.	Uses trite expressions or is redundant.	Expresses self in active voice and with own constructions.	Uses synonyms to avoid repetition.	Livens the essay with good use of various devices (questions, exclamations, etc.).
	Writing essays that are pertinent for the reader and objectives	Includes information, examples, digressions, etc. that are not pertinent.	The contents suit topic but not the objectives.	The contents are pertinent. (Doesn't use «padding», focuses on objectives).	In the introduction, specifies the scope and limits of the essay.	Each section includes a brief introduction and a final summary.
	Enhancing comprehension and enjoyment of reading through use of examples, metaphors, etc.	Doesn't use examples, metaphors, comparisons, etc. Only describes and argues.	Uses examples or metaphors that are inappropriate or hard to understand.	Uses examples, metaphors, comparisons, etc. that facilitate comprehension.	Uses a stylistic device that enhances points throughout the essay.	Example and metaphors interwoven in the structure of the essay (titles, headings, etc.).

Competence 11: Verbal Skills

Definition:

Expressing clearly and opportunistically one's ideas, knowledge and feelings in speech, adapting to the audience and situation to ensure good comprehension and attention

Levels of mastery:

1. Expressing own ideas in a structured, intelligible way, participating opportunistically and significantly in informal, formal and structured conversations and discussions
2. Taking the floor in groups with ease; conveying conviction and assurance, and adapting discourse to suit formal requirements
3. Easily managing to capture and persuade audiences, adapting the means and the message to the situation and the audience.

Indicators:

1. Initiative, opportunity
2. Content
3. Self-control
4. Structure
5. Visual aids
6. Fielding questions

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>First level of mastery: Expressing own ideas in a structured, intelligible way, participating opportunistically and significantly in informal, formal and structured conversations and discussions</i>	Taking part in speech situations	Doesn't speak even when called on.	Barely speaks when called on.	Speaks at length when called on.	Speaks on own initiative.	Noteworthy for appropriate contributions made on own initiative.
	Conveying important information	Expresses self poorly or confusedly.	Presents some ideas.	Expresses well-reasoned ideas.	Conveys reasoning and/or values/attitudes.	Noteworthy for the clarity in speech of reasoning and/or feelings.
	Controlling nerves sufficiently to express self in public	Can't speak due to nerves; gets blocked.	Speaks but is noticeably nervous and ill at ease.	Expresses self with a certain tranquillity.	Expresses self with assurance.	Expresses self with ease and noteworthy proficiency.
	Delivering structured talks meeting any specified requirements that may exist	His/her talks lack intelligible structure.	Structure of talk not effective or fails to meet stipulated requirements.	Talks are structured, meeting stipulated requirements, if any.	Links ideas and arguments with ease.	Gives effective, well-organised talk.
	Using visual aids in giving talks	Doesn't use the visual aids required or reasonably necessary.	The visual aids utilised are not appropriate for the talk.	Utilises required or reasonably necessary visual aids.	Utilisation of visual aids helps the audience to follow the talk.	Uses visual aids effectively to emphasise key points of talk.
	Fielding questions	Doesn't know how to respond to the questions that he/she is asked.	Responds to the questions that he/she is asked without actually answering them.	Knows how to respond to the questions that he/she is asked.	Responds well to the questions that he/she is asked.	Responds well and easily to the questions that he/she is asked.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>Second level of mastery:</i> Speaking before groups with ease; conveying conviction and assurance, and adapting discourse to suit formal requirements	Delivering interesting, convincing talks	Doesn't manage to capture attention.	Intermittently manages to capture attention.	Manages to capture and maintain attention.	Is convincing.	Noteworthy for power of conviction.
	Voluntarily giving opportune talks in public	Never volunteers to deliver talk.	Volunteers, but does so inopportune.	Makes voluntary opportune talks in public.	His/her voluntary talks foster the participation of others.	His/her voluntary contributions inject added value at key moments in the process.
	Matching speech and body language	Body language contradicts and distracts from oral discourse.	Speech and body language sometimes contradict each other.	Body language is appropriate to oral discourse.	Modulates body language to emphasise the keys to his/her discourse.	Body language is natural and appropriate for the audience.
	His/her talks are duly prepared	Talk not structured.	Talk not fluid.	The talk shows structure and rigour.	The audience clearly grasps content structure.	The structure and talk are appropriate for the type of audience.
	Helping audience to follow ideas through visual aids	Uses required or reasonably necessary visual aids.	Visual aids help the audience to follow the talk.	Keys to the talk emphasised through visual aids.	Audience grasps keys more easily thanks to visual aids.	The visual aids used help the audience to assimilate content.
	Responding to questions easily and well	Only responds.	His/her answers support talk.	Utilises questions to develop the talk.	Utilises questions to stimulate audience interest.	His/her responses generate new observations and questions.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>Third level of mastery:</i> Easily managing to capture and persuade audiences, adapting the message and the means employed to the characteristics of the situation and audience	Influencing the audience in an ethical manner	Doesn't influence the audience. Shows dubious ethics.	Makes impact on the audience at some points of his/her talk, without manipulation.	Gets the audience to see things in another way, without manipulation.	Gets the audience to question their own points of view.	Noteworthy for influence on others acting in an ethical manner.
	Appropriately illustrating ideas with examples, analogies, metaphors and other resources	Only presents information.	Illustrative devices help to highlight keys.	The audience understands content thanks to the integration of illustrative devices in the talk.	Integration of illustrative devices is appropriate for the context.	Illustrative devices help the audience to question own ideas.
	Suiting argumentation to different groups and/or pre-established situations	Argumentation is structured and rigorous.	The audience clearly grasps the argument.	The argument and presentation are consistent with the type of audience and situation foreseen.	Knows how to modify argument depending on the audience and the real situation.	Adapts argumentation with creativity to real situations and audiences.
	Encouraging audience participation and asking of constructive questions to promote dialogue	Utilises questions to respond and to develop the presentation.	Utilises questions to spark audience interest.	His/her responses generate new observations and questions.	Encourages questions to elicit participation.	Generates dialogue with the audience.
	Adapting the form of a message to diverse situations	Form of expression doesn't take into account the situation and the audience.	Form of expression partially suited to the situation and the audience.	Suits way of speaking to the situation and the audience.	Noteworthy for spontaneity and adaptation of way of speaking.	Modifies way of speaking spontaneously depending on audience response.

Competence 12: Leadership

Definition:

Influencing people and/or groups, anticipating the future and contributing to their personal and professional development

Levels of mastery:

1. Taking initiatives and communicating them with conviction and integrity, stimulating others
2. Conveying confidence and moving others to action
3. Exercising influence in own surroundings to achieve desired objectives

Indicators:

1. Effective communication.
2. Personal consistency
3. Delegation. Empowerment
4. Promoting creativity
5. Recognition
6. Self-confidence

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>First level of mastery: Taking initiatives and communicating them with conviction and integrity, stimulating others</i>	Communicating initiatives clearly	Avoiding or forgetting to communicate own proposals.	Has difficulty in making proposals understood.	Communicates initiatives with clarity.	Is convincing when conveying initiatives.	Enthuses others with own initiatives.
	Maintaining consistency between what one says and does	Evident inconsistencies between what he/she says and does.	Sometimes is inconsistent. (Shows some inconsistencies).	Good consistency between what he/she says and does.	Maintains consistency in critical situations or when under pressure.	Conduct is a model of consistency and integrity.
	Delegating, distributing work in balanced way	Does everything without delegating part of the work to others.	Isn't good at distributing tasks.	Is good at distributing work well.	Distributes work according to capacity of each team member.	Distributes work conveying confidence.
	Stimulating others to think, promoting creativity	Isn't concerned with what others think.	Isn't much interested in getting others to contribute new ideas.	Encourages others to think for themselves.	Stimulates generation of ideas and suggestions through diverse procedures.	Thanks to influence on classmates, they are creative and improve the quality of what they do.
	Appropriately expressing recognition for things well done	Fails to recognise others' achievements.	Has difficulty in recognising the merits and contributions of others.	Appropriately expresses recognition for things well done.	Through recognition, stimulates satisfaction of group members at the work they've done.	With recognition fosters the initiative of others.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>Second level of mastery: Conveying confidence and moving others to action</i>	Clearly conveying thoughts and moving others to action	Speaks but doesn't spark interest.	Awakens a certain interest, but without moving to action.	Conveys thoughts with clarity, moving others to action.	Generates important contributions based on own initial proposals.	Triggers good communication which sparks the initiative of others.
	His/her consistency gains support of others	Inconsistencies generate lack of confidence.	Lack of consistency makes people hesitate.	Gains support of others through consistency.	Generates confidence and moves others to action through consistency.	Generates involvement and commitment in others through consistency.
	Sharing responsibilities to motivate others	Distributes tasks mechanically (without paying attention to people's capacities).	Fails to involve people when distributing tasks.	Delegates responsibilities to motivate others.	Delegates responsibilities to spark initiative in others.	Delegates responsibilities to enhance the capacities of each group member.
	Stimulating others to produce ideas for improvement	Doesn't stimulate others to contribute.	The contributions elicited don't lead to action or improvement.	Stimulates others achieving good ideas that improve action.	Achieves high level of initiative in each person.	Obtains an atmosphere of fertile ideas and contributions that significantly enrich work.
	Moving others to action through recognition of merit	Expresses recognition arbitrarily or irregularly.	His/her form of recognition doesn't have a motivating effect.	His/her recognition of actions moves others to action.	Creates an atmosphere of mutual recognition that generates cohesion among the members of the group.	His/her recognition contributes to a feeling of identification and belonging to the group, achieving commitment to common objectives.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>Third level of mastery: Exercising influence in own surroundings to achieve desired objectives</i>	Communicating decisions with conviction to achieve group objectives	Avoids communicating group objectives.	Fails to communicate group objectives with conviction.	Communicates decisions with conviction to arrive at group objectives.	Keeps group informed of all steps taken and their effect on group objectives.	Is able to enthuse group in the pursuit of common objectives.
	Demanding the same thing from self as from others to achieve objectives	Remains aloof from group objectives.	Requires others to meet objectives, without getting personally involved.	Demands the same thing from self as from others to achieve objectives.	Promotes in the group a level of mutual, shared exigency.	Creates group awareness and generates self-discipline in orientation toward common objectives.
	Delegating in order to achieve targeted objectives	Doesn't delegate to arrive at common objectives.	Distributes tasks, but without relating them to common objectives.	Delegates in order to achieve proposed objectives.	Not only delegates, but empowers others to take initiatives to arrive at common objectives.	Conveys enthusiasm so that others will make outstanding contributions toward group objectives.
	Making others think of attaining ambitious objectives	Overlooks contributions of group members.	Counts on others to attain objectives, but doesn't stimulate them to produce ideas.	Stimulates others to think about achieving ambitious objectives.	Systematically stimulates others to contribute ideas and initiatives.	His/her collaborators are confident that they can and should develop new ideas to contribute to attainment of group objectives.
	Recognising the contributions of others in attaining objectives	Takes others' contributions for granted, without pointing out the specific merit of each.	Tries but doesn't manage to involve others in the spirit of attaining objectives.	Recognises the contributions of others in the attainment of objectives.	Generates an atmosphere of honest, open mutual recognition among group members.	Individually stimulates each collaborator to pursue and identify with common objectives.

Competence 13: Innovation

Definition:

Responding well to personal, organisational and social requirements and demands, modifying or introducing new elements into processes and results

Levels of mastery:

1. Introducing new procedures and actions into one's own work process to respond better to limitations and problems detected
2. Finding and proposing new methods and solutions (with or without application) in real or hypothetic situations and/or problems
3. Designing and applying innovative processes leading to better results in real situations and/or projects.

Indicators:

1. Intentionality; recognition of situations needing change or improvement
2. Attitude and position regarding innovation: open-mindedness and disposition to think in new ways
3. Active search for new, applicable methods and processes: openmindedness and disposition to proceed in new ways.
4. Application of novel methods
5. Analysis and evaluation of results

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>First level of mastery: Introducing new procedures and actions into one's own work process to respond better to limitations and problems detected</i>	Recognising limitations and weak points in own work processes and methods	Reluctant to analyse or admit limitations and mistakes in own work processes.	Has difficulty in identifying the limitations and weaknesses in own work processes.	Identifies the limitations and weak points in own work processes and methods.	Accurately detects the weak points of own working methods and procedures.	Easily and accurately detects requirements and opportunities for improvement in the course of own work.
	Reflecting on new ways of doing things	Doesn't seem to reflect on new ways of doing things.	Finds it hard to reflect or reflects with difficulty on new ways of doing things.	Reflects and reasons about how to do things differently.	Is stimulated by reflection on how to do things differently.	His/her reflections stimulate others to reflect on how to do things differently.
	Seeking new procedures and methods for doing things	Doesn't seek different procedures for doing things.	Has difficulty in seeking and finding alternative procedures for doing things.	Proposes alternatives for the process to follow and the methods to be employed.	Analyses alternative procedures of action.	Values alternative procedures of action.
	Experimenting with new procedures	Refuses to apply new procedures or resources.	Has difficulty in testing new procedures or resources.	Tries out procedures or resources that he/she hasn't used previously.	Applies with positive attitude new procedures or resources.	Enthusiastically experiments with new procedures or resources, weighing the improvements they bring.
	Identifying the results of innovation	Doesn't weigh possible improvements obtained with new methods of working.	Has difficulty in seeing the improvements obtained with the new methods of working.	Recognises the improvements obtained in own work through innovation.	Analyses the improvements obtained as a consequence of innovation.	Accurately weighs the improvements achieved with the new methods of working.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>Second level of mastery: Finding and proposing new methods and solutions (with or without application) in real or hypothetical situations and/or problems</i>	Analysing a given situation and identifying aspects that need improvement	Fails to identify (doesn't know or distinguish) need for improvement in certain situations.	Has difficulty in identifying need for improvement in certain situations.	Analyses a given situation and identifies aspects needing improvement.	Accurately identifies the need for improvement in a given situation.	Accurately detects the need and opportunities for improvement in a given situation.
	Taking into account who innovation will affect and how	Doesn't consider who will be affected by the introduction of changes, or how.	Has difficulty in understanding who and what would be affected by the introduction of changes.	Takes into account who and what would be affected by the introduction of changes.	Analyses in depth who and what would be affected by the introduction of changes.	Accurately weighs who and what would be affected by the introduction of changes.
	Finding new methods for doing things	Only finds one way of doing things in each situation.	Proposes solutions without solid revision.	Finds diverse methods and solutions previously employed.	Analyses alternative methods and solutions applied in similar situations.	Weights on good grounds alternative courses of action applicable to the situation.
	Proposing innovative methods and solutions	Has difficulty in adapting known methods and solutions to a situation.	Proposes general solutions without taking into account their suitability to the context.	Proposes new methods and solutions adapted to the situation.	Appropriately adapts methods and solutions to the situation.	Generates new, appropriate methods and solutions for the situation.
	Analysing risks and benefits of innovation	Doesn't foresee eventual risks and benefits of innovation.	Has difficulty in foreseeing eventual risks and benefits arising from innovation.	Foresees the eventual risks and benefits arising from innovation.	Values the eventual risks and benefits arising from innovation.	Values each of the possible risks and benefits arising from innovation, specifying their pros and cons.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>Third level of mastery: Designing and applying innovative processes leading to better results in real situations and/or projects</i>	Identifying need for improvement in complex situations and contexts	Doesn't distinguish need for improvement in complex situations and contexts.	Has difficulty in identifying need for improvement in complex situations and contexts.	Identifies need for improvement in complex situations and contexts.	Systematically applies a method to identify need for improvement in complex situations.	Defines on good grounds the need and opportunities for improvement in complex situations and contexts.
	Reflecting on causes and aims of innovation	Doesn't reflect on the causes and aims of innovation.	Has difficulty in justifying the whys and hows of introducing innovation.	Reflects on the causes and aims of innovation.	Justifies with arguments the causes and aims of innovation.	Justifies convincingly the causes and aims of innovation.
	Finding new methods for doing things in another way	Proposes alternatives without reference to aims.	Has difficulty in associating the different alternatives with the aims of innovation.	Associates the alternatives proposed with the aims of innovation.	Weights the logic of different alternatives against the aims of innovation.	Selects with good criteria the alternative that is most consistent with the aims of innovation.
	Using good methods and solutions for innovation	Applies known solutions without considering their suitability to context.	Has difficulty in adapting methods and solutions to the context of innovation.	Applies methods and solutions suited to the context of innovation.	Adapts methods and solutions suitably to the context of innovation.	Generates new procedures suited to the context.
	Analysing risks and benefits	Does not consider the risks and benefits of innovation.	Has difficulty in foreseeing the risks and benefits of innovation.	Foresees eventual risks and benefits of innovation.	Systematically weighs the risks and benefits of innovation.	Accurately weighs the risks and benefits of innovation and its impact on results.
	Obtaining results with innovation	Doesn't get perceptible results with innovation.	Gets unimportant results from innovation.	Obtains an appreciable improvement in results from innovation.	Obtains an important and significant improvement in results.	Achieves outstanding improvement in results thanks to innovation.

Competence 14: Teamwork

Definition:

Actively joining and participating in the attainment of shared objectives with other persons, departments and organisations

Levels of mastery:

1. Actively participating and collaborating in team tasks and promoting confidence, cordiality and focus on shared work
2. Contributing to the consolidation and development of the team, fostering communication, balanced distribution of work, good team atmosphere and cohesion
3. Directing groups, ensuring member integration and high-performance orientation

Indicators:

1. Work
2. Participation
3. Organisation
4. Cohesion
5. Social value of activity

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>First level of mastery: Actively participating and collaborating in team tasks and promoting confidence, cordiality and focus on shared work</i>	Completing assigned tasks within deadline as group member	Doesn't complete assigned tasks.	Partially completes assigned tasks or does so with delays.	Reports before the deadline on the outcome of the assigned task.	Quality of work on the assigned task is a noteworthy contribution to the team.	In addition to completing assigned task well, his/her work orients and facilitates that of rest of team members .
	Participating actively in team meetings, sharing information, knowledge and experiences	Often absent from group work and his/her presence is irrelevant.	Takes little part, mostly at the request of others.	In general is active and participative in group encounters.	His/her work fosters participation and improved quality of team results.	His/her contributions are fundamental for the group process and for the quality of results.
	Collaborating in defining, organising and distributing group tasks	Manifests resistance to the organisation of work within the team.	Simply accepts the organisation of work proposed by other members of the team.	Participates in the planning, organisation and distribution of teamwork.	Is organised and distributes work with effectiveness.	Fosters organisation of work by taking best advantage of team member talents and know-how.
	Focusing on and being committed to agreement and shared objectives	Pursues own objectives.	Has difficulty in integrating personal and team objectives.	Accepts as own the objectives of the group.	Promotes a clear definition of objectives and the group's integration round them.	Motivates and marshals group round more demanding objectives. Groups where he/she participates noteworthy for performance and quality.
	Taking into account the points of view of others and giving constructive feedback	Doesn't listen to classmates and systematically disparages them, wanting to impose own opinions.	Listens little, asks no questions, does not want to know others' opinions. His/her contributions are redundant and not very suggestive.	Accepts the opinions of others and knows how to give own point of view constructively.	Promotes constructive dialogue and inspires quality participation from other group members.	Integrates others' opinions into a higher perspective, maintaining atmosphere of collaboration and support.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Second level of mastery: Contributing to the consolidation and development of the team, fostering communication, balanced distribution of work, good team atmosphere and cohesion</i></p>	Accepting and respecting group norms	Doesn't accept or respect group norms.	Questions group norms to suit them to own interests.	Accepts and respects group norms.	Participates in deciding group norms.	Proposes norms to improve the group's functioning and atmosphere. Helps to enforce norms and rules.
	Helping to decide and apply the team's work processes	Doesn't know or apply the methods and procedures agreed by the team.	Has difficulty in understanding and applying established work processes.	Applies good methods and procedures for effective undertaking of the team's work.	Participates actively in designing team's work processes.	Introduces changes in processes to improve quality of team's work.
	Acting constructively to resolve team conflicts	Provokes conflicts in group without contributing solutions.	Avoids addressing conflicts.	Acts positively to resolve conflicts that arise in group.	Sees first symptoms of conflict and acts quickly.	Own actions provide constructive ways out of conflicts, before they become prolonged or much worse.
	Helping to bring group together through way of communicating and interacting	Aggressively attacks or questions team's capacity to try to reach an agreement.	Is passive and interacts little with other group members.	Conveys clearly and directly own ideas and opinions to the other team members.	Interacts positively with other group members, supporting and encouraging them.	Proposes ways of getting together apart from formal meetings to improve group cohesion.
	Furthering the social importance of the activity undertaken by the group	Denies or questions utility or importance of team's task.	Is interested in getting members to participate in common activities.	Supports and defends utility and importance of team's task. Makes positive evaluations.	Insists on the importance of each team member's work to the final collective outcome.	Makes others see that what they are doing has repercussions on other groups.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Third level of mastery: Directing groups, ensuring member integration and high-performance orientation</i></p>	Collaborating actively in planning of teamwork, distribution of tasks and deadlines	Lets things go; acts without prior planning.	Improvises planning and leaves loose ends. Deadlines are not realistic.	Makes concrete proposals for the distribution of tasks and establishes reasonable deadlines.	Stimulates other members' participation, co-ordinating their contributions.	Distributes feasible tasks to members in a co-ordinated way with clear guidelines, even under time pressure and with diverse members.
	Directing meetings with effectiveness	Is unable to co-ordinate meetings, which get out of hand.	Tries to direct meetings but overlooks time, agenda or results.	Directs meetings with effectiveness and meets objectives.	Directs meetings with effectiveness, achieving balanced participation and the involvement of all present.	Achieves balanced participation and the commitment of all members of the group.
	Proposing clearly-defined, ambitious goals to the group	Doesn't know or is unable to formulate with clarity group objectives.	Proposes unclear objectives that confuse the group.	Proposes attractive objectives for the group defining them with clarity.	Stimulates team defining attainable, forward-looking goals.	Stimulates team formulating objectives that they accept as their own.
	Facilitating positive management of differences, disagreements and conflicts arising in team	Adds to conflict by exaggerating differences.	Gets lost in conflict and doesn't know how to reconcile or settle the differences expressed by others.	Addresses conflicts dealing with the contributions and differences expressed by the team.	Addresses conflicts balancing people's contributions and coming out of it well.	Makes team see that differences are enriching, achieving agreements accepted by all.
	Seeing that all members get involved with management and functioning of team	Doesn't manage individual commitment fostering team discouragement.	Hardly achieves basic commitment needed from members in order for team to function.	Obtains commitment of each member enabling the group to function as such.	Achieves personal and collective commitment of the team in all key aspects.	Gets members involved and committed. Members accept others' suggestions as their own proposals.

Competence 15: Conflict Management and Negotiation

Definition:

Seeking to resolve differences that arise between persons and/or groups in any type of organisation

Levels of mastery:

1. Expressing own positions and considering those of others, endeavouring to reach acceptable agreements in situations of conflict between self and other person or the group
2. Positively and constructively addressing conflict by reflecting on the situation, defending own positions with skill and strategy, and reconciling conflicting points of view
3. Dealing with situations of conflict with versatility, skill and ethical sense, and exercising functions of mediation between persons, groups and organisations

Indicators:

1. Coping with frustration
2. Comprehension
3. Assertiveness
4. Capacity for listening
5. Search for alternatives

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>First level of mastery: Expressing own positions and considering those of others, endeavouring to reach acceptable agreements in situations of conflict between self and the other person or group</i>	Tolerating and accepting vexations that arise in interactions with classmates	Is badly frustrated and vexed when interest or position collides with those of classmates.	Gets discouraged by discrepancies and conflicts of interest with classmates, running away from or avoiding such situations.	Tolerates and accepts vexations that arise in interactions with classmates.	Is accepting when classmates express differences and discrepancies with him/her.	Values positively expressions of differences between classmates, as an expression of their identity and confidence in others.
	Being able to analyse and understand conflicts, including awareness of own position and responsibility in such situations	Reacts impulsively when enters into conflict with classmates.	Has difficulty in reflecting in situations of conflict that cause him/her anxiety.	Reflects on the conflict, trying to understand what is happening in order to cope with it.	Analyses the causes of a conflict, trying to understand the positions of classmates in relation to own.	Responsibly accepts own emotions and actions in situations of conflict, and analyses those of classmates.
	Calmly and clearly expressing own positions when discrepancies and conflicts arise	When discrepancies and conflicts arise, defends own positions with aggressiveness.	Has difficulty in expressing own opinions and positions if they don't coincide with those of classmates.	Expresses own opinions and interests calmly, even though different from those of classmates.	Expresses own positions with clarity argues them when discrepancies arise.	Honestly expresses own positions and interests to classmates, remaining open to dialogue and the possibility of reconsidering stand.
	Listening and considering the positions of others in situations of conflict	Doesn't listen, refutes and disparages classmates when not in agreement with them.	Has difficulty in listening to and understanding divergent positions. Gets tense when differences are expressed.	Listens to the opinions and interests of classmates, trying to understand them.	Tries to understand the interests of classmates and takes them into consideration.	Promotes an atmosphere of respect and dialogue where everyone can speak freely and be listened to.
	Seeking acceptable alternatives and solutions for conflicts, facilitating and assuming commitments	Tries to impose own points of view. Doesn't know how to give in. Gets angry if doesn't get own way.	When differences arise, prefers to give in or leave in order to avoid conflict.	After listening, is clearly open to considering classmates' proposals and to conceding points in order to reach an agreement.	Contributes actively to dialogue with proposals to achieve agreements and commitments with classmates.	Tries to reconcile and integrate different postures to reach agreements satisfactory to everyone involved.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Second level of mastery:</i> Positively and constructively addressing conflict by reflecting on situation, defending own positions with skill and strategy, and reconciling conflicting points of view .</p>	Addressing conflicts with sufficient emotional control to analyse the situation in which he/she is involved.	Reacts emotionally to conflict; gets upset and can't stand back to analyse and understand it.	Has difficulty in controlling anxiety in the face of conflict, confronting it with stress.	Addresses conflicts from sufficient distance to analyse the situation in which he/she is involved.	Is aware of own emotions in conflict situations and keeps them under control.	Understands and is aware of own and others' emotions when experiencing conflict.
	Finding the positive and constructive side of a conflict	Experiences conflict as something negative that thwarts and frustrates own interests.	Perceives conflict as a difficult/dysfunctional process jeopardising the cohesion and unity of the group as it works toward common objectives.	Accepts and addresses conflict as something natural that arises in all relationships.	Considers that positive consequences can be derived from conflicts if handled appropriately, although at great expense of energy.	Values the positive, transforming potential of conflict, and works to manage it constructively.
	Showing comprehension and consideration toward the requirements, interests and positions of others	Has difficulty in standing back from own perspective to understand that of others.	Tries to imagine self in others' shoes to understand their points, but has difficulty in differentiating them from own (often confuses them).	Promotes an atmosphere of respect and dialogue where everyone can speak and be heard.	Shows empathy in his/her comprehension and consideration of the positions of others.	Shows sincere, full consideration for the underlying needs and requirements of others.
	Showing assertiveness and strategy when proposing and defending own positions	Expresses own positions with firmness and conviction, but has difficulty in varying perspective.	Is open to dialogue and expressing own opinions, but defence of own position weakens when a competitive atmosphere arises or the process takes an unexpected direction.	Expresses own position and interests with clarity and honesty, and knows how to defend them in an atmosphere of dialogue.	Knows how to present and defend own positions, planning a strategy and adapting it to the process with flexibility.	Analyses and plans the best strategies, responding quickly and with versatility in processes of negotiation.
	Reconciling differing points of view in search for satisfactory alternatives	Shows little flexibility in varying own perspective and considering new alternatives in a dispute.	Shows flexibility and willingness to cede points in own position to arrive at commitments between the parties.	Tries to reconcile and integrate different postures to arrive at agreements that satisfy the parties involved.	Is open and creative in generating positive solutions to settle disputes.	Promotes an atmosphere where everyone can contribute to building a consensus and negotiated way out of a conflict.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Third level of mastery:</i> Dealing with situations of conflict with versatility, skill and ethical sense, and exercising functions of mediation between persons, groups and organisations</p>	Showing good emotional self-control and comprehension of others' emotions in stressful and/or threatening situations	Loses control over emotions and becomes defensive or aggressive when conflict seen as threatening.	When a conflict worsens, gets stressed and tense, and feels own position weakened.	Understands and is aware of own and others' emotions in experiencing conflict.	Withstands tension well in situations of conflict involving high degree of tension and threat.	In entrenched conflicts, facilitates and sustains atmosphere of dialogue, without attacking or feeling attacked.
	Appreciating the potential of conflict for driving change and innovation	Can't redirect conflict toward positive point of encounter for the persons, groups or organisations involved.	Takes positive stand that facilitates agreements and small positive achievements.	Values positive and transforming potential of conflict, and argues in favour of dealing with it constructively.	Moves conflict to positive terrain where dialogue, negotiation and commitment between parties can be facilitated.	Positive, co-operative attitude to conflict; promotes constructive integration between parties accomplishing clear improvements.
	Analysing and understanding conflict as a mechanism of negotiation for empowerment and participation	Perceives conflict of interest as tension and dysfunction, without capacity to look further into its causes.	Tries to analyse and address conflict in structural terms, clarifying responsibilities and communication channels.	Reflects on dynamics of power and participation in conflict, integrating this into own analysis and comprehension.	Grasps and skilfully analyses the dynamics of power and participation involved in the processes of conflict.	Skilfully manages political dynamics of conflict, mediating to restore balance of power and participation.
	Efficiently analysing the affective, cognitive and behavioural processes involved in conflicts	Acts too quickly looking for shortcuts to end conflict, without analysing the dimensions and processes involved.	Has difficulty analysing and understanding how conflicts develop, and the affective and cognitive dimensions involved.	Can analyse the different phases and sequences in the birth and development of conflict.	Analyses conflict processes taking into account emotions, representations and behaviour involved.	Analyses and understands in depth how the parties involved in conflict feel, think and act.
	Showing flexibility and versatility in attitudes, and in the strategies and tactics employed in managing conflict	Rigid and lacks foresight in attitudes and strategies when dealing with conflict and the process of negotiation.	Plans strategies and tactics for dealing with conflict, but shows little versatility in attitudes and tactics during negotiation.	Analyses and plans best strategies for dealing with conflict, responding with speed and versatility in processes of negotiation.	Shows great skill and strategy in the planning and development of negotiations.	Co-operates, yields, adapts, avoids, competes, commits and agrees appropriately in each context and negotiation.
	Exercising mediation in situations of conflict between persons, groups and organisations	Is never available to intervene in processes of conflict and negotiation unless directly involved.	Has difficulty in intermediating in situations of conflict, because tends to get too involved in them.	Shows availability to exercise the role of mediator and is well accepted by the parties involved.	Maintains an appropriate position when exercising functions of mediation, facilitating agreements and commitments between the parties.	Is chosen as mediator in situations of conflict. Keeps parties collaborating until they find way out, assuming satisfactory, lasting commitments.

Competence 16: Ethical Sense and Responsibility

Definition:

Being positively inclined toward the moral good of oneself or of others (that is, toward everything that is good or tends toward the wholesomeness or realisation of the individual) and perseverance in that moral goodness.

Levels of mastery:

1. Identifying, recognising and applying the moral personality and ethical principles
2. Identifying, recognising and applying ethical values and moral sensibility
3. Identifying, recognising and applying the meaning of the moral life and the principle of justice

Indicators:

1. Moral adequacy
2. Reflectiveness (enhancing values such as authenticity, self-fulfilment, logic, striving for excellence in the development of the most highly valued virtues, etc.)
3. Deliberation (enhancing values such as the renunciation of one's own interests and convictions, especially if these are erroneous or exaggerated; the recognition of others' points of view different from one's own; willingness to search for truth and agreement, mutual comprehension)
4. Virtuous behaviour (enhancing development of co-operative work, that fills some need related to getting along, academic work, group life within a university context)
5. Acceptance of rules. Through of the use (observance) of rules, recognition of rights and obligations, and through reflective and deliberative thinking on these types of rules. This refers to rules concerned with the organisation and course of university life in all its details (academic, living and working together, citizenship, etc.) and to rules related to other important practices: reflective and deliberative thinking, virtuous behaviour, etc.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>First level of mastery: Identifying, recognising and applying the moral personality and ethical principles</i>	Conduct governed by basic knowledge of ethics	Avoids deciding whether an action/activity is morally right or wrong.	Doesn't question the reasons for the ethics behind some basic principles.	Expresses very basic moral opinions when a principle is applied to a specific situation.	Makes ethical judgements – i.e. expresses reasoned ideas based on a specific moral guideline concerning whether an action/activity is morally right or wrong.	Argues with well-reasoned ideas involving moral principles, opinions or judgements, leading to a moral conclusion.
	Seeking to affirm oneself through knowledge of the ethical world	Doesn't appear interested in the origin, internal structure or implications of basic ethical principles.	Has difficulty in steering and motivating own behaviour according to ethical principles.	Has vision of the ethical dimension of human beings.	Builds logical ethical arguments.	Expresses own idea of justice (in accordance with perception and development of moral awareness).
	Critically accepting new perspectives, even though they cast doubt on one's own	Doesn't address ethical issues in all their complexity (i.e., doesn't take into account the diverse implications, circumstances and consequences involved).	Only takes into consideration own perspective or that of the persons most directly involved in the course of an action, overlooking the point of view of others, especially of those also affected by the action (third parties).	Critically maintains stand on what is right in a discussion, using reasoned criteria.	In conversations and discussions, understands and is sensitive to the requirements and interests of others, their feelings, values, opinions and reasons.	Discusses things constructively: with the sincere desire to contribute to understanding and the resolution of problems addressed, while respecting and recognising the claims to validity of others' opinions.
	Using own axiological reality as sign of personality and identity before others	Doesn't personally specify any values in own habitual way of thinking, reacting or acting.	Mentions values but without consciously and deliberately assuming them as own.	Manifests own personal values to others as part of own personal identity.	Ranks in importance or vital priority recognised personal values.	Recognises the role of ethical sense in the level of estimation of own personal values.
	Observing and putting into practice rules established by the group to which one belongs	Has difficulty in respecting all the rules set in the group of which he/she forms part.	Has difficulty in assimilating the rules set in the educational context of which he/she forms part.	Participates in the practices and activities of the group or context, abiding by their rules.	Strives to interpret and make sense of each of the normative elements in specific situations in the educational context.	Takes to conscience, through a process of reflection and deliberation, the normative aspects accompanying some situations and their role in providing a moral horizon.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>Second level of mastery: Identifying, recognising and applying ethical values and moral sensibility</i>	Knowing how to get along in a plural, heterogeneous group	Undervalues the contributions of others.	Has difficulty in recognising others' contributions to group.	Critically examines own knowledge and stands, and those of others.	Explicitly recognises the rights of others to think and evaluate independently and individually, to express what they think and to freely act in consequence.	Shows independence in moral convictions, self-control and critical capacity, and so is able to respect and value others without being dominated by them.
	Incorporating the ethical sense into other areas and being guided by it	Lacks self mastery and control.	Needs greater moderation and/or serenity in situations of pressure, tension or conflict.	Reacts with prudence and/or maturity in difficult, novel situations.	Applies and soundly justifies moral principles to specific situations.	Addresses problems and actions with good sense, taking into account their complexity, integrating a critical perspective.
	Showing skill in dialogue	Doesn't listen attentively to what others say.	Has difficulty in making self understood when there are many ideas and people who see and value reality differently.	Draws from own and others' opinions what unifies, what adds, what distinguishes.	Accepts differences explicitly and with good reasoning.	Distinguishes between the private (object of respect and tolerance) and public (object of responsibility and fairness).
	Maintaining consistency between what one thinks and does	Lacks basic skills for dealing well with problems of moral conscience that could arise.	Doesn't question own actions critically (lacks motivation, has difficulty in accepting responsibilities).	Recognises conflicts of conscience and has basic skills for finding way out.	Resolves conflicts personally taking responsibility for own decisions.	Decides independently between actions perceived as feasible, taking into account all their implications.
	Recognising justice as a main, basic ethical principle	Remains oblivious to the most basic, proper sense of the word justice.	Identifies with difficulty the most basic, proper modalities of justice.	Relates justice to human rights, understood as concrete ethical obligations and rights.	Recognises and attributes what corresponds to self and others (when exercising justice in circumstances where required to do so).	Habitually acts with responsibility and respect, and is fair in actions with self and others, assuming responsibility for own acts.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>Third level of mastery: Identifying, recognising and applying the meaning of the moral life and the principle of justice</i>	Appropriately handling situations that are morally significant, complex or conflictive	Avoids addressing moral requirements of specific practice within group. (Hardly participates in agreed events, has difficulty in respecting rules and agreements, and in shouldering some area of responsibility).	Doesn't get sufficiently involved in the group or accept a specific role in undertaking practices that simulate real or hypothetical situations.	Contributes and co-operates at group level in the resolution of morally significant, complex and/or conflictive situations.	Contributes ways of resolving morally difficult social or personal situations.	Shows virtuous behaviour (exemplary, excellent) in undertaking a practice that is morally significant, complex and/or conflictive.
	Knowing and taking care of oneself (feelings, opinions, beliefs)	Doesn't question self on important moral issues.	Makes little effort to discover own opinion, feelings or position on issues under discussion.	Acknowledges and expresses what he/she has detected in self (opinion, feelings or position on issues under discussion).	Contrasts and reaffirms or qualifies positions, arguments, reasons or opinions with others.	Acts truly and consistently with the values or virtues that he/she holds most highly.
	Using dialogue to further fairness and comprehension	Doesn't contribute arguments and reasons to support own views on what is right.	Has difficulty in linking own opinions with those of others when seeking to better understand the situation in hand.	Recognises and understands different opinions and points of views on issue in hand (capacity of listening to and recognising others' arguments, of comparing them with own, of sending clear, constructive messages).	Shows a positive attitude toward and evaluation of dialogue. Maintains bonds of affection and respect conducive to positive attitudes toward collaboration and dialogue.	Renounces own interests and convictions, especially if exaggerated or erroneous (recognises valid points of view of others; committed to the search for truth, fair agreements and better mutual comprehension).
	Satisfying, through co-operative work, needs linked to coexistence (in classroom, teamwork, group life)	Shows little interest in getting other group members to participate in common activities.	Interested in getting other group members to participate in common activities.	Supports and defends the usefulness and importance of co-operative work as a positive means of furthering group life in the classroom.	Insists on the importance of co-operative work as a means of furthering group relations.	Convinces others that what they are doing will have effects on classroom relations, as well as on other groups.
Being inclined toward good, a sense of justice and the feeling of duty	Shows inconsistencies in way of acting and expressing own ethical values and sense of justice.	Has difficulties in meeting obligations apart from personal interests.	Acts fairly regardless of personal interests and preferences: giving, attributing, recognising what corresponds to each.	Actively stands by others, sharing their needs, initiatives, concerns, problems.	Accepts group rules and how they are distributed, as a guarantee of the rights and obligations of all its components.	

Competence 17: Diversity Interculturality and Internationalization

Definition:

Understanding and accepting social and cultural diversity as something that is personally and collectively enriching, furthering coexistence between people without incurring in discrimination of sex (gender), age, religion, social, political, and/or ethnic background.

Levels of mastery:

1. Understanding cultural and social diversity as a human phenomenon and interacting respectfully with different persons
2. Accepting and understanding cultural and/or social traits as structural, voluntary and reasonable aspects of humanity
3. Showing conviction that awareness of cultural diversity, an essential ingredient of human coexistence, generates social cohesion and inclusion

Indicators:

1. Accepting diversity
2. Interacting
3. Personal enrichment
4. Non-discrimination
5. Cultural enrichment

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>First level of mastery:</i> Understanding cultural and social diversity as a human phenomenon and interacting respectfully with different persons	Accepting diversity as part of the human condition	Considers diversity as a natural frontier.	Treats people according to their social or cultural background.	Relations not limited by social and cultural differences.	Establishes relations without social or cultural distinctions.	Defends interaction between persons who are different.
	Relating to people without distinction of social and cultural background	Manifests aversion to persons of diverse social or cultural background.	Is distrustful of persons of different social or cultural origin.	Tends to interact with persons who are different.	In his/her relations disregards differences.	Likes people for their personal qualities.
	Utilising relations with different persons for own development	Doesn't relate to people who are different due to prejudice.	Assumes that differences determine the scope of human 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.
	Not discriminating people for reasons of social or cultural difference	Looks down on persons that he/she considers different.	Discounts others' social practices as asocial.	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.
	Seeing coexistence as the product of interactions between people who are different	Understands cultural diversity as a justification for social differences.	Considers own social and cultural values as the only valid ones on which to base relations.	Respectfully interprets other social and cultural values.	Seeks balance between own social practices and those that he/she knows of other cultures.	Tries to assimilate and integrate into own development experience gained from relations with persons of other cultures and social background.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Second level of mastery:</i> Accepting and understanding cultural and/or social traits as structural, voluntary and reasonable aspects of humanity</p>	Analysing cultural and social diversity as a result of human interaction	Disregards other cultures as inferior.	Considers it useless to establish relations with other cultures or persons of different social origin.	Thinks it possible to understand other cultures and social situations.	Knows how to discern the conditions of life that generate different patterns of relationship.	Is interested in how to reconcile different social customs and practices.
	Trying to learn the reasons for the social customs and behaviours of different persons	Believes that other cultures or social situations are insignificant.	Gives opinion on cultural and social diversity without rigour.	Is interested in learning and reasoning about different cultures and societies.	Understands the formation and development of different cultures and societies.	Tries to give meaning and human significance to cultural and social diversity.
	Understanding relations with persons of other cultures and social origins as personally enriching	Believes that cultural and social diversity is a threat to own way of life.	Perceives cultural and social diversity as an inevitable distinction.	Associates diversity with the idiosyncrasy of the human condition.	Sees cultural and social diversity as a complementary human reality.	Sees intercultural relations as an open process.
	Reasoning that social and cultural realities are created by people	Considers that there should be only one model of culture and social practices.	Considers diversity as a mere catalogue of life styles without value.	Perceives cultural diversity as the result of human coexistence.	Understands that societies and human relations are transformable sets.	Understands that diversity is the result of the interaction and transformation of human groups.
	Understanding that diversity is an essential trait of the human species	Believes that diversity is the result of a process of social "selection".	Considers intercultural or intersocial relationships degrading.	Sees diversity as an enriching aspect of the human condition.	Understands that it is possible to reconcile different ways of life.	Considers that the social future entails transcultural relations.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Third level of mastery:</i> Showing conviction that awareness of cultural diversity, an essential ingredient of human coexistence, generates social cohesion and inclusion</p>	Understanding that human coexistence supports social and/or cultural integration	Sees diversity as a result of selective social evolution.	Rejects integration as a formula for social interaction.	Sees diversity as a result of human history.	Understands that interaction between persons can diminish differences.	Sees integration as a means of improvement social.
	Understanding that own social and cultural context is part of transcultural relations	Denies the human value of other cultures and societies.	Discards integration and cultural plurality.	Sees own social and cultural circumstances in consonance with the intercultural context.	Considers that own culture and social context enrich and are enriched by intercultural relations.	Stands for social integration and inclusion policies.
	Seeking ways of generating transcultural relations.	Gives priority to own social precepts and values as the only form of relating to other cultures or societies.	Ranks and accepts/ rejects other cultures and societies according to a hierarchy.	Develops an open, plural view of interculturality.	Sees human relations in terms of equality.	Promotes integration and transculturality as a way of coping with diversity.
	Utilising relativism in a tempered way	Judges other cultures ethnocentrically and acritically.	Only considers own social or cultural origin valid.	Tries to find points of encounter in social and cultural differences.	Tries to respect and demand respect for others' cultures as well as own.	Understands own society and culture in the human social context.
	Facilitating relational contexts that will include persons who are different	Openly manifests segregationist and xenophobic attitudes.	Marginalises persons that he/she considers different.	Tries to foster understanding between different persons.	Uses dialogue to foment integration.	Acts as an intercultural agent.

Competence 18: Adaptability and Flexibility

Definition:

Handling critical psychosocial situations smoothly and effectively, preserving physical and mental equilibrium

Levels of mastery:

1. Maintaining drive and energy to perform well under pressures of time, disagreement and hardship
2. Effectively meeting objectives under pressures of time, disagreement, opposition and adversity
3. Meeting difficult challenges in new and changing situations without drop in high level of effectiveness

Indicators:

1. Adaptation
2. Critical sense.
3. Overcoming frustration
4. Controlling time
5. Self-management

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>First level of mastery: Maintaining drive and energy to perform well under pressures of time, disagreement and hardship</i>	Handing in work to lecturer within deadline despite external difficulties	Doesn't hand in assigned work on time.	Sometimes doesn't hand in work on time or does so without having finished.	Hands in work on time.	Finishes work in time to revise and deal with contingencies.	Always finishes work ahead of time, and so can respond appropriately, even in extreme situations.
	Reacting positively to differences of opinion and criticism by lecturer or other classmates	Can't handle suggestions from the lecturer or classmates. Reacts negatively.	The opinion of the lecturer or of classmates displeases and discourages him/her.	Accepts criticisms from the lecturer or classmates.	Incorporates suggestions and criticisms from the lecturer or classmates into way of proceeding, evaluating them very positively.	Asks for comments and critical opinions from the lecturer or classmates.
	Being stimulated by moderate frustrations (bad grades, repetition of work, search for new material and other difficulties), confronting them and doing better as a result	Can't handle frustration over moderate difficulties.	Sometimes gets discouraged and has difficulty in coping with moderate failures.	Reacts positively to moderate frustrations, learning from mistakes.	In cases of poor grades, repetition of work, etc., takes a proactive attitude and tries to improve.	Reflects and grows with adversity and learns from mistakes.
	Being able to devote continuous time and effort to a single task	Is very inconstant.	Devotes time and effort to own activities, but sometimes runs out of steam.	Is constant and steady in own activity.	Perseveres until a positive result is reached.	Finishes activities with the same spirit in which he/she started, even after long time and effort.
	Handling many tasks at the same time, setting priorities, assigning time to each one and not getting blocked	Never has time for anything. Always feels under pressure.	Sometimes doesn't calculate well the time needed for certain work, or doesn't take into account its size.	Organises time according to priorities and to own real possibilities.	Foresees what can be done within time available, programming own activities according to importance and urgency.	Organises time and activities, and follows plan rigorously and flexibly, using a systematic method.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>Second level of mastery: Effectively meeting objectives under pressures of time, disagreement, opposition and adversity</i>	Working at a higher standard and within a shorter time than demanded by lecturer or team	Doesn't usually follow guidelines for completing and handing in work.	Sometimes fails to meet deadlines or guidelines for assigned work.	Does what needs to be done to complete work on time and according to guidelines.	Partially improves on the standards proposed for work and tasks.	Makes overall proposals that improve the guidelines and deadlines for completing work or tasks.
	Learning from own mistakes, analysing criticisms to improve in future	Doesn't accept own mistakes.	Shows a passive attitude to own mistakes, and doesn't learn from them.	Accepts critical observations made, learning from own mistakes.	Habitually asks for critical opinions on own work as way of improving performance.	Critically analyses self and finds alternatives to overcome the mistakes detected by self or by others
	Not giving in to frustration, identifying and creating alternative ways to achieve objectives	Gets easily discouraged, remaining passive and with no action response.	Tends to get discouraged by heavy frustrations.	Doesn't give in to frustration, but seeks alternative ways to accomplish objectives.	Is stimulated by frustrations to improve usual results.	Grows when faced with difficulties and sees frustrations as new challenges.
	Distributing time well and organising own agenda, without letting persons or situations distract from priorities	Doesn't appear to have organised own time and activities in the least.	Plans spending of time, but easily alters plan if interrupted.	Plans time according to the importance of activities.	Plans time according to the importance of activities and manages interruptions well.	Proposes measures to avoid interruptions. Foresees how to handle contingencies, while conveying a sense of calm and confidence.
	Setting objectives and timetables for completing work, defining priorities, controlling work quality and performing planned actions effectively.	Doesn't define way of organising work.	Fails to set objectives or deadlines, to complete planned actions, or to monitor and evaluate quality of own work.	Sets objectives and deadlines. Prioritises activities and monitors quality of own work.	Monitors accomplishment of own objectives.	Spontaneously subjects all work and projects to process of planning, executing, monitoring and improving.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>Third level of mastery: Meeting difficult challenges in new and changing situations without a drop in high level of effectiveness</i>	Acting with diligence, quickly confronting obstacles standing in the way of objectives	Is slow in reacting to unforeseen obstacles and therefore in accomplishing objectives (deadlines, standards, etc.).	Has difficulty in responding to and overcoming obstacles standing in way of objectives.	Is quick in responding to and overcoming obstacles perceived to be standing in way of objectives.	Analyses obstacles and plans how to overcome them to accomplish objectives.	Foresees and avoids obstacles standing in way of quality and time objectives proposed.
	Being strong in the face of criticism, and searching for ways to use it to improve	Has difficulty in handling criticism. Usually looks for and makes excuses.	Gets easily discouraged by criticism and is incapable of reacting.	Responds calmly to criticism and uses it to improve.	Values the critical observations of others as an opportunity for improvement.	Requests criticisms of own performance from people who can provide ideas. Finds new ways to improve.
	Being stimulated by difficult or novel situations, staying strong and constant and dealing with them as a challenge	Gets blocked in difficult or novel situations.	Copes with difficult or novel situations, but lacks perseverance if they persist.	Is stimulated by complicated or novel situations.	Does very well in difficult or changing situations and doesn't get discouraged.	Looks for difficult or novel challenges, confronting them without building up tension.
	Planning and managing time under pressure, focusing on what is most important	Doesn't know how to administer time well, gets flustered and deals with matters as they come up.	Sometimes succumbs to pressure, setting aside something important to resolve what seems urgent.	Manages time effectively when under pressure.	Sticks to essentials when under pressure, using time efficiently. Knows how to say no when necessary.	Noteworthy for effectiveness under pressure, and for calmly taking best advantage of time.
	Being able to handle various complex tasks simultaneously, establishing mechanisms for controlling their progress	Can't handle and resolve more than one thing at a time.	Has difficulty in handling several complex things at a time, gets flustered or fails to monitor progress.	Handles and resolves more than one complex task at a time, monitoring their progress.	Shows ease in managing various projects at a time, following procedures learned.	Manages different complex projects, establishing own mechanisms to monitor their progress.

Competence 19: Achievement Orientation

Definition:

Undertaking actions conducive to achieving new results successfully

Levels of mastery:

1. Focusing daily activities on the achievement of results
2. Achieving results in complex situations
3. Achieving results whose repercussions transcend habitual scope of action

Indicators:

1. Pragmatism, profitability
2. Perseverance
3. Desire to do things well
4. Ambition, competitiveness
5. Motivation, satisfaction

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>First level of mastery: Focusing daily activities on the achievement of results</i>	Being practical about initiatives undertaken	Doesn't give importance to profitability.	Gives little importance to the practicality of what he/she does.	Behaviour guided by a practical approach.	Seeks some kind of profitability in everything undertaken.	His/her pragmatism is calculated and always keeps an eye on return on investment.
	Being perseverant in own daily activities	Shows inconstancy in own daily work.	Has difficulty in focusing on the work and activities to be undertaken.	Shows perseverance in whatever he/she does or undertakes.	Outstanding for constancy of effort in everything he/she does or undertakes.	Is not dismayed by obstacles and considers them a new challenge.
	Striving to deliver with care and quality	Presents or does things haphazardly.	Doesn't pay attention to detail or to the quality of results.	Works hard to finish things neatly and well.	Takes care to define and finish work well.	Outstanding for performance and quality of work.
	Striving to stand out with high expectations of achievement	Doesn't have major aspirations.	Spirit of ambition disappears whenever he/she has to compete with others.	Shows ambition and competitive spirit in projects.	Enjoys competing with others and manifests ambition to achieve.	Stands out over others in competitive spirit and desire to achieve.
	Being motivated by setting and achieving objectives	Doesn't show interest in what he/she does.	Shows little interest in achieving results.	Is motivated by achievement of objectives proposed.	Is self-motivated and shows satisfaction at achieving what he/she proposes.	Motivated by achievement of results and contagates others with own enthusiasm.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>Second level of mastery: Achieving results in complex situations</i>	Being pragmatic in complex situations	Gets rattled in complex situations; goes off on tangents.	Has difficulty in finding the practical side of difficult situations.	Shows pragmatism in situations of certain complexity.	Shows practical sense making it possible to resolve complex situations.	Outstanding for practical solutions to difficult problems.
	Maintaining constancy in complex or difficult situations	Is indolent when faced by difficult, complex projects.	Is inconstant in proposals and projects.	Perseveres with spirit in the face of difficulties or complex projects.	Sees obstacles and difficulties as challenges, and overcomes them with spirit.	Enjoys demanding projects and undertakes them ambitiously.
	Desiring to do things well even in difficult or complex situations	Is overwhelmed by difficulties, and presents things haphazardly.	Doesn't try hard enough to do things well when they prove difficult.	Endeavours to do own work well, regardless of difficulties involved.	Shows significant signs of wishing to work with quality.	Enjoys presenting well-done work; seeks perfection.
	Maintaining high expectations and performance in complex situations	Chooses not to deal with difficult issues.	Finds reasons and explanations for not trying harder than necessary.	Endeavours to improve in every undertaking.	Stands out in everything he/she does.	Difficult, complex challenges bring out his/her strengths.
	Showing motivation for resolving complex situations	Plagued by self-doubt in situations of certain difficulty.	Is easily discouraged in difficult or complex situations.	When faced by complex situations or projects, finds reasons to forge ahead.	Finds energy in self to feel motivated and overcome complex situations.	Always finds reasons to overcome difficulties, and is able to motivate others to resolve them too.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>Third level of mastery: Achieving results whose repercussions go beyond the usual scope of action</i>	Showing pragmatism and achieving profitability in problematic situations	Achievements never go beyond the ordinary.	Has difficulty in making efforts worthwhile in unusual situations.	Efforts worthwhile in both ordinary and problematic situations.	Optimises own efforts so that they transcend ordinary contexts.	Outstanding for the benefits gained from efforts, reaching high levels of achievement outside ordinary contexts.
	Showing perseverance in all responsibilities accepted	Is lazy about responsibilities.	Shows constancy in strictly essential habitual activities.	Shows perseverance beyond own ordinary activities.	Is constant and tenacious in all work and activities, in whatever field.	Outstanding in all activities in any field, showing indefatigable persistence.
	Desiring to do things well, showing quality in everything undertaken	Does what is strictly necessary without showing interest in going further.	Does what is obligatory; doesn't show sufficient effort in extraordinary tasks.	Shows quality work habits, even in areas that are not mandatory.	Outstanding for job well done in every area attempted.	Enjoys working hard and well in all formal and informal areas.
	Showing ambition and competitiveness in all dimensions of life	Doesn't show desire for improvement in self or others.	Barely achieves objectives in ordinary contexts.	Achieves ambitious goals beyond daily work.	Outdoes others in striving to achieve objectives, even beyond what is required.	Enjoys achieving ambitious goals in all fields, including those outside ordinary scope of action.
	Showing motivation in achieving results of social importance	Shows indifference toward the social repercussions of own activities.	Has difficulty in feeling motivated to go beyond ordinary daily activity if task has social repercussions.	Shows good inclination and involvement in socially important activities and projects.	Shows concern for the meaning of what he/she does and its social repercussions.	Promotes with initiative and motivation projects aimed at social importance.

Competence 20: Self-motivation

Definition:

Recognising one's own capacities and limitations, striving to develop and overcome them to concentrate with interest and care on the tasks to be performed

Levels of mastery:

1. Being aware of one's resources and limitations (personal, situation, etc.), using them to advantage in successfully completing assigned work
2. Developing personal resources to improve one's performance in action
3. Transmitting own motivation to working team by contagating enthusiasm and constancy

Indicators:

1. Self-analysis.
2. Objectivity. Realism.
3. Constancy. Perseverance.
4. Forward-looking.
5. Celebration of achievements.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<i>First level of mastery: Being aware of ones resources and limitations (personal, situation, etc.), using them to advantage in successfully completing assigned work</i>	Recognising achievements and mistakes in one's own performance	Fails to recognise own mistakes.	Has difficulty in recognising own mistakes. Needs someone to point them out.	Recognises own flaws and achievements.	Recognises potential flaws and tries to avoid them through alternative action.	Noteworthy for analysis of own achievements and mistakes, drawing conclusions for improvement.
	Making evaluations consistent with available evidence	Own observations about self far removed from evidence (own output, others' evaluations, etc.).	Falls into generalisations (clichés, stereotypes, etc.) when talking about self.	Own observations about self match evidence.	Reasons and justifies observations about self.	Analyses self in depth, drawing conclusions to develop own potential.
	Being constant and perseverant in work undertaken	Is not constant and gets discouraged easily.	Needs someone to encourage him/her to complete tasks.	Perseveres in whatever he/she proposes.	Noteworthy for tenacity and constancy in work.	Addresses all tasks with enthusiasm from beginning to end.
	Having a forward outlook that motivates action	Doesn't think about own future.	Has difficulty in relating present actions to the future.	Has a forward outlook that provides motivation.	Visualises the future and plans ahead according to own possibilities.	Shows confidence in the consequences of own actions.
	Identifying the right time to celebrate achievements	Doesn't contemplate the possibility of celebrating own achievements.	Only celebrates own achievements when prodded by others.	Identifies possible moments for celebrating achievements.	Thinks about how to get others to celebrate achievements.	Celebrates and shares own achievements with others.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Second level of mastery: Developing personal resources to improve one's performance in action</i></p>	Analysing own limitations and possibilities for personal and professional development	Doesn't show interest in analysing own limitations and possibilities.	Shows poor capacity for self-criticism.	Shows interest in analysing own limitations and possibilities for personal and professional development.	Makes good personal analyses leading to personal or professional improvement.	Makes very good personal analyses to improve personally and professionally.
	Setting goals suited to own possibilities	Shows little realism about setting goals for self.	Is irregular about realistically gauging own strengths.	Sets goals matching own possibilities.	When setting goals for improvement, takes own past experience specially into account.	Noteworthy for realism and daring in setting goals for personal improvement.
	Showing constancy in the development of own personal resources to improve	Doesn't make plans to develop self personally.	Lacks perseverance in carrying out personal improvement plans.	Shows constancy in applying plans to develop personal resources.	Overcomes difficulties encountered without losing sight of plans.	Very tenacious in putting into practice plans of personal development.
	Developing own potential with forward outlook	Lacks expectations regarding own improvement.	Occasionally fails to see what needs to be done to develop self.	Trusts own potential for dealing with the future.	Makes self-improvement plans for the medium term regarding personal and professional development.	Has clear goals and itinerary to follow to become more effective and stay that way.
	Recognising own achievements and celebrating them specially	Doesn't express satisfaction at own achievements.	Recognises and celebrates own successes only at the bidding of others.	Shows satisfaction over own achievements.	Takes the initiative in celebrating the achievements attained.	Seizes the occasion to motivate self and get others to participate in the the success of his/her achievements.

Levels of Mastery	Indicators	Descriptors				
		1	2	3	4	5
<p><i>Third level of mastery: Transmitting own motivation to working team by contagion enthusiasm and constancy</i></p>	Making important contributions to team's self-analysis	Hinders or avoids team self-analysis or self-criticism.	Doesn't make relevant contributions to the self-analysis of the team.	Participates with relevant contributions to the self-analysis of the team.	Promotes self-analysis of the team to motivate group work.	Integrates and systematises different contributions to the analysis of the team.
	Combining enthusiasm and realism when conveying own motivation	Doesn't show confidence in the possibilities of the team.	Is unable to effectively convey own motivation to convince others.	Combines enthusiasm and realism when conveying own motivation.	Contages own motivation thanks to energy and drive.	Instils self-motivation in the group.
	Being constant and enthusiastic when conveying own motivation about a subject	Undermines the group's morale and motivation.	Is irregular in contributions and sometimes seems unmotivated.	Is constant when conveying own motivation.	His/her exemplary constancy helps others to stay motivated.	Prepares team to stay motivated over the medium term.
	Using forward outlook in conveying enthusiasm for a subject	Doesn't show motivation about the team's forward-looking project.	Easily gets discouraged over difficulties hindering plans for the future.	Enthusiastically conveys forward outlook to the team.	His/her forward outlook motivates the team to action.	Helps own team to be the one to build its project of future.
	Transmitting own enthusiasm when celebrating achievements	Is cold or indifferent to the achievements of the team.	Sometimes shares the achievements accomplished by the team.	Shows satisfaction at the achievements of the team.	Shares with the team the achievements accomplished.	Involves everyone in the achievement of the team and in own celebration.

Competence 21: Research Skill

Researcher Skill Development Framework; RSD7 (For more information please visit <http://www.adelaide.edu.au>)

A conceptual framework for the explicit, coherent, incremental and cyclic development of the skills associated with researching. © Willison & O'Regan, August 2008/October 2015

		Supervisor instigated			Researcher instigated		Discipline leading	
		Prescribed Research Level 1	Bounded Research Level 2	Scaffolded Research Level 3	Self-initiated Research Level 4	Open Research Level 5	Adopted Research Level 6	Enlarging Research Level 7
Researchers...		Highly structured directions and modelling from supervisor prompt the researcher(s) to...	Boundaries set by and limited directions from supervisor channel the researcher(s) to ...	Scaffolds placed by supervisor enable the researcher(s) to independently...	Researcher(s) initiate and supervisor guides.	Researcher(s) determine guidelines that are in accord with discipline or context.	Researcher(s) inform others' agendas	Researcher(s) enlarge the field of inquiry.
Facets of Research	a. Embark & Clarify Curious Respond to or initiate research and clarify or determine what knowledge is required, heeding ethical, cultural, social and team (ECST) considerations.	Respond to questions/ tasks provided explicitly. Use a provided approach to clarify questions, expectations and ECST issues.	Respond to questions/ tasks implicit in directions. Choose from several provided structures to clarify questions, expectations and ECST issues.	Respond to questions/ tasks generated from instructions. Choose from a range of provided structures or approaches to clarify salient elements including ECST issues.	Generate questions/ aims/ hypotheses framed within structured guidelines. Anticipate and prepare for ECST issues.	Generate questions/ aims/ hypotheses based on experience, expertise and literature. Delve into and prepare for ECST issues.	Identify previously unstated gaps in literature and articulate research directions and ECST issues in response to gaps.	Articulate research directions that expand or direct the field and anticipate the corresponding ECST issues.
	b. Find & Generate Determined Find and generate needed information/- data using appropriate methodology.	Collect and record required information/ or data using a prescribed methodology from a prescribed source in which the information/ data is clearly evident.	Collect and record required information/ data using a prescribed methodology from prescribed source/s in which the information/ data is not clearly evident.	Collect and record required information/ data from self-selected sources using one of several prescribed methodologies.	Collect and record self-determined information/ data, choosing an appropriate methodology based on structured guidelines.	Collect and record self-determined information/ data, choosing or devising an appropriate methodology.	Synthesise others' methods to formulate novel methods/ methodologies or apply existing methods to novel applications.	Generate new methods/methodologies that are used widely.
	c. Evaluate & Reflect Discerning Determine and critique the degree of credibility of selected sources, information and of data generated. Metacognitively reflect on processes used.	Evaluate sources/ information/ data using simple prescribed criteria to specify credibility and to reflect on the research process.	Evaluate sources/ information/ data using a choice of provided criteria to specify credibility and to reflect on the research process.	Evaluate information/ data and inquiry process using criteria related to the aims of the inquiry. Reflect insightfully to improve own processes used.	Evaluate information/ data and the inquiry process using self-determined criteria developed within structured guidelines. Refines others' processes.	Evaluate information/ data and inquiry process using self-generated criteria based on experience, expertise and the literature. Renews others' processes.	Generate substantial research outcomes, so that ideas, practices or interpretations are cited/implemented by others.	Generate substantial research outcomes, so that ideas, practices or interpretations become foundational in field or discipline.
	d. Organise & Manage Harmonising Organise information and data to reveal patterns and themes, and manage teams and research processes.	Organise information/ data using prescribed structure. Manage linear process provided (with pre-specified team roles).	Organise information/ data using a choice of given structures. Manage a process which has alternative pathways (and specify team roles).	Organise information/ data using recommended structures. Manage self-determined processes (including team function) with multiple pathways.	Organise information/ data using self-or-team-determined structures, and manage the processes, within supervisor's parameters.	Organise information/ data using self-or-team-determined structures and management of processes.	Form a research team or a team of community-based practitioners.	Form and develop research networks/ communities.
	e. Analyse & Synthesise Creative Analyse information/- data critically and synthesise new knowledge to produce coherent individual/ team understandings.	Interpret given information/ data and synthesize knowledge into prescribed formats. <i>Ask emergent question.</i>	Interpret several sources of information/ data and synthesise to integrate knowledge into standard formats. <i>Ask relevant, researchable questions.</i>	Analyse trends in information/ data and synthesises to fully integrate components specified. Ask rigorous, researchable questions.	Analyses information/ data and synthesises to fully integrate components, consistent with parameters set. Fill knowledge gaps that are stated by others.	Analyse and create information/ data to fill researcher-identified gaps or extend knowledge.	Synthesise others' concepts or interpretations to frame novel outcomes. May also address substantial concerns of a community.	Develop new concepts or interpretations that expand the field or discipline. May also address substantial concerns across communities.
	f. Communicate & Apply Constructive Discuss, listen, write, present and perform the processes, understandings and applications of the research, and respond to feedback, accounting for ethical, cultural, social and team (ECST) issues.	Use prescribed genre to develop and demonstrate understanding from a specified perspective. Apply to a similar context the knowledge developed. Follow prompts on ECST issues.	Use discipline-specific language and prescribed genre to develop understanding, and demonstrate it to a specified audience. Apply to different contexts the knowledge developed. Clarify ECST issues.	Use discipline-specific language and genres to demonstrate scholarly understanding for a specified audience. Apply the findings to diverse contexts. Specify ECST issues that emerge.	Use appropriate language and genre to address gaps of a self-selected audience. Apply innovatively the knowledge developed to a different context. Probe and specify ECST issues in each relevant context.	Use appropriate language and genre to extend the knowledge of a range of audiences. Apply innovatively the knowledge developed to multiple contexts. Probe and specify ECST issues that emerge broadly.	Change the conversation within the discipline/field through publicly-available communication of knowledge/understanding. Articulate and promote relevant ECST issues.	Change the direction of the conversation across disciplines/ fields. Articulate and promote ECST issues that were previously unstated.

Source: Researcher Skill Development for Curriculum Design and Assessment, The University of Adelaide.

Tips for Developing a Rubric

- **Find and adapt an existing rubric!** It is rare to find a rubric that is exactly right for your situation, but you can adapt an already existing rubric that has worked well for others and save a great deal of time. A faculty member in your program may already have a good one.
- **Evaluate the rubric. Ask yourself:**
 - Does the rubric relate to the outcome(s) being assessed?
 - Does it address anything extraneous? (If yes, delete.)
 - Is the rubric useful, feasible, manageable, and practical? (If yes, find multiple ways to use the rubric, such as for program assessment, assignment grading, peer review, student self-assessment)
- **Benchmarking** - collect samples of student work that exemplify each point on the scale or level. A rubric will not be meaningful to students or colleagues until the anchors/benchmarks/exemplars are available.
- **Anticipate that you will be revising the rubric.**
- **Share effective rubrics with your colleagues.**

Source: Timothy S. Brophy. *Writing Effective Rubrics*, University of Florida Institutional Assessment.

Suggestions for Using Rubrics in Courses

- Use the rubric to grade student work. Hand out the rubric with the assignment so students will know your expectations and how they'll be graded. This should help students master your learning outcomes by guiding their work in appropriate directions.
- Use a rubric for grading student work and return the rubric with the grading on it. Faculty save time writing extensive comments; they just circle or highlight relevant segments of the rubric. Some faculty members include room for additional comments on the rubric page, either within each section or at the end.
- Develop a rubric with your students for an assignment or group project. Students can monitor themselves and their peers using agreed-upon criteria that they helped develop. Many faculty members find that students will create higher standards for themselves than faculty members would impose on them.
- Have students apply your rubric to sample products before they create their own. Faculty members report that students are quite accurate when doing this, and this process should help them evaluate their own projects as they are being developed. The ability to evaluate, edit, and improve draft documents is an important skill.
- Have students exchange paper drafts and give peer feedback using the rubric. Then, give students a few days to revise before submitting the final draft to you. You might also require that they turn in the draft and peer-scored rubric with their final paper.
- Have students self-assess their products using the rubric and hand in their self-assessment with the product; then, faculty members and students can compare self- and faculty-generated evaluations.

Source: *How to create rubrics*, University of Hawai'i at Mānoa



Example: Develop Rubric from Tuning's generic competence rubric in course

Course: The Nature of Teaching and Learning

Course Learning Outcome 1: Student will be able to explain in depth why a particular topic is important to teaching

Competence: Writing skill

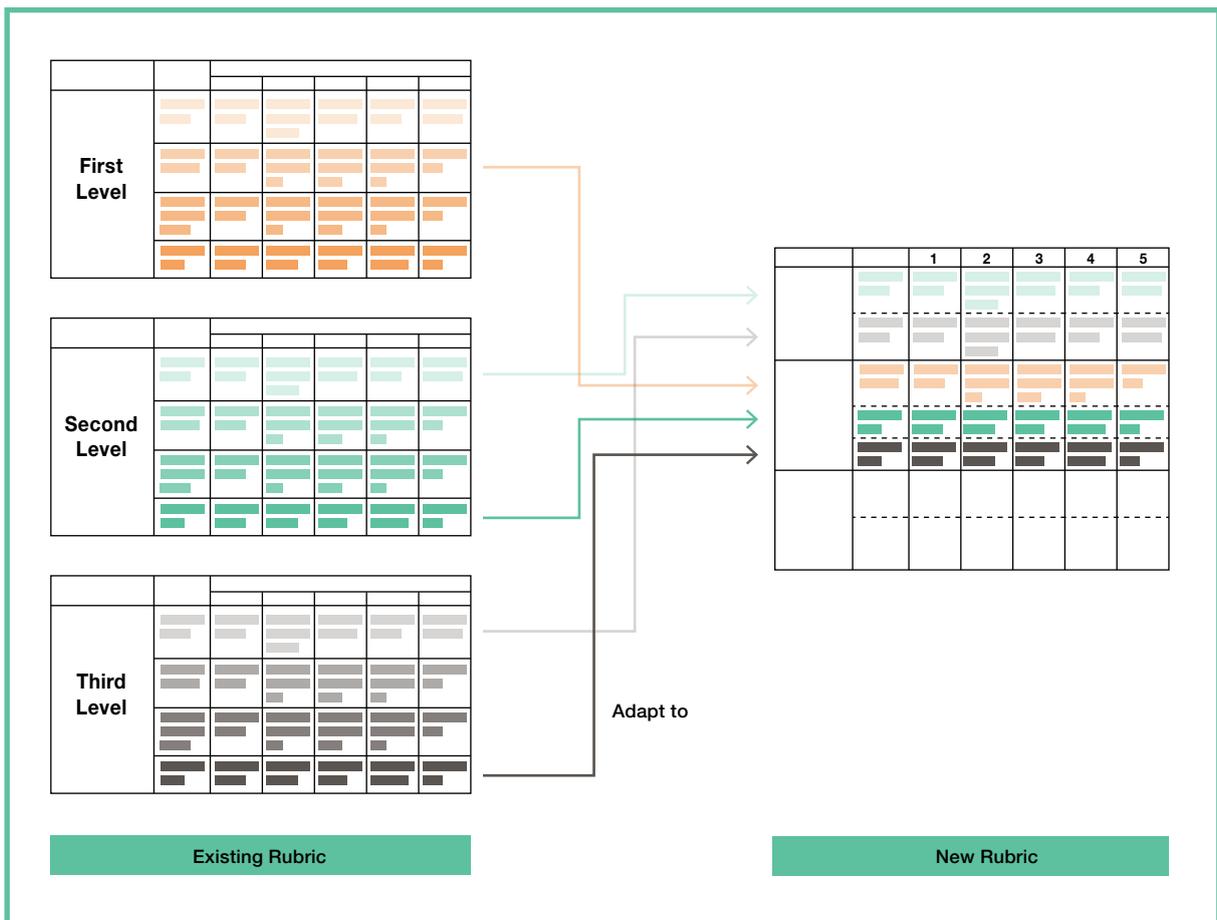
Teaching/Learning Activities: Plenary sessions with pre-reading and notes used for learning information, clarification and elaboration. Application to teaching by partners and small groups

Assessment task 1: Writing an essay on a nominated topics

Rubric (Adapt from Tuning's Writing Competence Rubric):

(In OBE, typically assessment is performed on the learning outcomes. The rubric for such learning outcomes is determined by the teacher. However if generic competences are to be assessed, Tuning's generic competence rubrics are readily available. For example, with a given CLO stating "Explain in depth why a particular topic is important to teaching" and the assessment task is "writing an essay on a nominated topics", a teacher can also, in addition to LO assessment, assess the student's writing competence with Tuning's Writing Competence Rubric.)

Competence: Writing Skills (page 29)



Example I

Rubric for writing skills in course: The Nature of Teaching and Learning

INDICATORS	DESCRIPTION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Content	Developing subject originally and completely Relating various elements (facts, opinions, etc.) to arrive at conclusions	Uses others' paragraphs without citing the source (plagiarism, «copy and paste») or is not complete. Mixes facts, opinions, arguments and conclusions without apparent order.	Is complete, but without personal development. Draws conclusions not based on the points made in the essay.	Develops topic in own words and way: original and complete. Draws conclusions based on the points made in the essay.	Development of the topic incorporates quotes from other authors that strengthen argument Identifies possible Reservations concerning conclusions or gaps in information.	Development of the topic incorporates quotes from other authors that put own argument to the test. Based on conclusions, sees or proposes possible relations with other topics or disciplines.
Clarity	Clearly expressing ideas, knowledge or feelings Including tables and graphs suited to the contents and reader Enhancing comprehension and enjoyment of reading through use of examples, metaphors, etc.	Uses confused, hazy expressions. Very difficult to follow. Doesn't use tables or graphics, only text Doesn't use examples, metaphors, comparisons, etc. Only describes and argues.	Expression can be understood but the essay is disorganised. Uses poorly labelled, inappropriate or poorly located tables and graphs. Uses examples or metaphors that are inappropriate or hard to understand.	Presents the different aspects of the topic in logical order. Tables and graphs are adequate and are correctly located. Uses examples, metaphors, comparisons, etc. that facilitate comprehension.	Includes an introduction, development and a conclusion. Tables and graphs are self-explanatory without need of reading the text. Uses a stylistic device that enhances points throughout the essay.	Organises the essay sections and paragraphs. Utilises tables and graphs with added value that are well integrated into the text. Example and metaphors interwoven in the structure of the essay (titles, headings, etc.).
Proficiency	Writing well grammatically Using appropriate language to convey contents Demonstrating originality and proficiency in use of language	Omits subjects or verbs. Uses wrong mood, tense or persons in verbs. Uses words or expressions with wrong meaning Overuses passive voice and impersonal phrases.	Makes spelling mistakes. Uses rambling expressions. Uses trite expressions or is redundant.	The essay is correct as far as spelling and syntax are concerned. Utilises words and Expressions accurately with precise meaning. Expresses self in active voice and with own constructions.	The essay is correct as far as spelling and syntax are concerned, and is punctuated properly. Is concise. Uses clear, Comprehensible sentences (doesn't ramble). Uses synonyms to avoid repetition.	Utilises prepositions and conjunctions well. Is concise and illustrates with examples points that could prove misleading. Livens the essay with good use of various devices (questions, exclamations, etc.).
Suiting style to reader	Using appropriate language for the type of document and reader	Uses own abbreviations or jargon.	Uses the terminology of the subject incorrectly.	Suits language to the type of document and reader.	Correctly uses the proper technical terminology for the subject.	Uses synonyms to clarify ambiguous or equivocal terms.
Using effective devices	Using appropriate devices to facilitate reading and comprehension of the essay	Doesn't use typographic devices (font, paragraph, style formats, etc.). Doesn't number pages	Overuses formatting devices, hindering comprehension.	Appropriately uses typographic devices (font, paragraph, style formats, etc.).	Uses footnotes or endnotes for references, comments, etc.	Clearly identifies the essay and its key elements.

homework1

homework2

Project

INDICATORS	DESCRIPTION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Content	Developing subject originally and completely Relating various elements (facts, opinions, etc.) to arrive at conclusions	Uses others' paragraphs without citing the source (plagiarism, «copy and paste») or is not complete. Mixes facts, opinions, arguments and conclusions without apparent order.	Is complete, but without personal development. Draws conclusions not based on the points made in the essay.	Develops topic in own words and way: original and complete. Draws conclusions based on the points made in the essay.	Development of the topic incorporates quotes from other authors that strengthen argument Identifies possible Reservations concerning conclusions or gaps in information.	Development of the topic incorporates quotes from other authors that put own argument to the test. Based on conclusions, sees or proposes possible relations with other topics or disciplines.
Clarity	Clearly expressing ideas, knowledge or feelings Including tables and graphs suited to the contents and reader Enhancing comprehension and enjoyment of reading through use of examples, metaphors, etc.	Uses confused, hazy expressions. Very difficult to follow. Doesn't use tables or graphics, only text Doesn't use examples, metaphors, comparisons, etc. Only describes and argues.	Expression can be understood but the essay is disorganised. Uses poorly labelled, inappropriate or poorly located tables and graphs. Uses examples or metaphors that are inappropriate or hard to understand.	Presents the different aspects of the topic in logical order. Tables and graphs are adequate and are correctly located. Uses examples, metaphors, comparisons, etc. that facilitate comprehension.	Includes an introduction, development and a conclusion. Tables and graphs are self-explanatory without need of reading the text. Uses a stylistic device that enhances points throughout the essay.	Organises the essay sections and paragraphs. Utilises tables and graphs with added value that are well integrated into the text. Example and metaphors interwoven in the structure of the essay (titles, headings, etc.).
Proficiency	Writing well grammatically Using appropriate language to convey contents Demonstrating originality and proficiency in use of language	Omits subjects or verbs. Uses wrong mood, tense or persons in verbs. Uses words or expressions with wrong meaning Overuses passive voice and impersonal phrases.	Makes spelling mistakes. Uses rambling expressions. Uses trite expressions or is redundant.	The essay is correct as far as spelling and syntax are concerned. Utilises words and Expressions accurately with precise meaning. Expresses self in active voice and with own constructions.	The essay is correct as far as spelling and syntax are concerned, and is punctuated properly. Is concise. Uses clear, Comprehensible sentences (doesn't ramble). Uses synonyms to avoid repetition.	Utilises prepositions and conjunctions well. Is concise and illustrates with examples points that could prove misleading. Livens the essay with good use of various devices (questions, exclamations, etc.).
Suiting style to reader	Using appropriate language for the type of document and reader	Uses own abbreviations or jargon.	Uses the terminology of the subject incorrectly.	Suits language to the type of document and reader.	Correctly uses the proper technical terminology for the subject.	Uses synonyms to clarify ambiguous or equivocal terms.
Using effective devices	Using appropriate devices to facilitate reading and comprehension of the essay	Doesn't use typographic devices (font, paragraph, style formats, etc.). Doesn't number pages	Overuses formatting devices, hindering comprehension.	Appropriately uses typographic devices (font, paragraph, style formats, etc.).	Uses footnotes or endnotes for references, comments, etc.	Clearly identifies the essay and its key elements.

Example II

Rubric for Assessment task1: Writing an essay on nominated topics

INDICATORS	SCORING CRITERIA (DESCRIPTION)	LEVEL 1 (1 POINT)	LEVEL 2 (2 POINTS)	LEVEL 3 (3 POINTS)	LEVEL 4 (4 POINTS)	LEVEL 5 (5 POINTS)
Content	<p>Developing subject originally and completely</p> <p>Relating various elements (facts, opinions, etc.) to arrive at conclusions</p>	<p>Uses others' paragraphs without citing the source (plagiarism, «copy and paste») or is not complete.</p> <p>Mixes facts, opinions, arguments and conclusions without apparent order.</p>	<p>Is complete, but without personal development.</p> <p>Draws conclusions not based on the points made in the essay.</p>	<p>Develops topic in own words and way: original and complete.</p> <p>Draws conclusions based on the points made in the essay.</p>	<p>Development of the topic incorporates quotes from other authors that strengthen argument</p> <p>Identifies possible Reservations concerning conclusions or gaps in information.</p>	<p>Development of the topic incorporates quotes from other authors that put own argument to the test.</p> <p>Based on conclusions, sees or proposes possible relations with other topics or disciplines.</p>
Clarity	<p>Clearly expressing ideas, knowledge or feelings</p> <p>Including tables and graphs suited to the contents and reader</p> <p>Enhancing comprehension and enjoyment of reading through use of examples, metaphors, etc.</p>	<p>Uses confused, hazy expressions. Very difficult to follow.</p> <p>Doesn't use tables or graphics, only text</p> <p>Doesn't use examples, metaphors, comparisons, etc. Only describes and argues.</p>	<p>Expression can be understood but the essay is disorganised.</p> <p>Uses poorly labelled, inappropriate or poorly located tables and graphs.</p> <p>Uses examples or metaphors that are inappropriate or hard to understand.</p>	<p>Presents the different aspects of the topic in logical order.</p> <p>Tables and graphs are adequate and are correctly located.</p> <p>Uses examples, metaphors, comparisons, etc. that facilitate comprehension.</p>	<p>Includes an introduction, development and a conclusion.</p> <p>Tables and graphs are self-explanatory without need of reading the text.</p> <p>Uses a stylistic device that enhances points throughout the essay.</p>	<p>Organises the essay sections and paragraphs.</p> <p>Utilises tables and graphs with added value that are well integrated into the text.</p> <p>Example and metaphors interwoven in the structure of the essay (titles, headings, etc.).</p>
Proficiency	<p>Writing well grammatically</p> <p>Using appropriate language to convey contents</p> <p>Demonstrating originality and proficiency in use of language</p>	<p>Omits subjects or verbs.</p> <p>Uses wrong mood, tense or persons in verbs.</p> <p>Uses words or expressions with wrong meaning</p> <p>Overuses passive voice and impersonal phrases.</p>	<p>Makes spelling mistakes.</p> <p>Uses rambling expressions.</p> <p>Uses trite expressions or is redundant.</p>	<p>The essay is correct as far as spelling and syntax are concerned.</p> <p>Utilises words and Expressions accurately with precise meaning.</p> <p>Expresses self in active voice and with own constructions.</p>	<p>The essay is correct as far as spelling and syntax are concerned, and is punctuated properly.</p> <p>Is concise. Uses clear, Comprehensible sentences (doesn't ramble).</p> <p>Uses synonyms to avoid repetition.</p>	<p>Utilises prepositions and conjunctions well.</p> <p>Is concise and illustrates with examples points that could prove misleading.</p> <p>Livens the essay with good use of various devices (questions, exclamations, etc.).</p>
Suiting style to reader	<p>Using appropriate language for the type of document and reader</p>	<p>Uses own abbreviations or jargon.</p>	<p>Uses the terminology of the subject incorrectly.</p>	<p>Suits language to the type of document and reader.</p>	<p>Correctly uses the proper technical terminology for the subject.</p>	<p>Uses synonyms to clarify ambiguous or equivocal terms.</p>
Using effective devices	<p>Using appropriate devices to facilitate reading and comprehension of the essay</p>	<p>Doesn't use typographic devices (font, paragraph, style formats, etc.). Doesn't number pages</p>	<p>Overuses formatting devices, hindering comprehension.</p>	<p>Appropriately uses typographic devices (font, paragraph, style formats, etc.).</p>	<p>Uses footnotes or endnotes for references, comments, etc.</p>	<p>Clearly identifies the essay and its key elements.</p>

Example Competence Rubric: Writing Skill**Course: The Nature of Teaching and Learning**

Student ID: 6012345678

Name: Somjai Deengam

Department / Faculty: Faculty of Engineering

 Assessment task I

INDICATORS	SCORING CRITERIA (DESCRIPTION)	POINTS	SCORE
Content (10 Points)	Developing subject originally and completely	(1-5)	1
	Relating various elements (facts, opinions, etc.) to arrive at conclusions	(1-5)	1
Clarity (15 Points)	Clearly expressing ideas, knowledge or feelings	(1-5)	1
	Including tables and graphs suited to the contents and reader	(1-5)	1
	Enhancing comprehension and enjoyment of reading through use of examples, metaphors, etc.	(1-5)	1
Proficiency (15 Points)	Writing well grammatically	(1-5)	2
	Using appropriate language to convey contents	(1-5)	1
	Demonstrating originality and proficiency in use of language	(1-5)	2
Suiting style to reader (5 Points)	Using appropriate language for the type of document and reader	(1-5)	2
Using effective devices (5 Points)	Using appropriate devices to facilitate reading and comprehension of the essay	(1-5)	1
TOTAL SCORE :		(50)	13

