



Universitat Autònoma de Barcelona



# **ASSESSMENT RUBRIC OF PERSONAL AND PROSOCIAL COMPETENCIES AND SKILLS**

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This document is based on the results of a research carried out by the *Research Team Sumant Compromís Educatiu* coordinated by Gemma París.

<http://grupsderecerca.uab.cat/compromiseducatiu/>

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## Introduction

University training for early years and primary school teachers has traditionally focused on highly academic and technical learnings. The extensive experience of our team as teacher trainers has shown us that, in order to complement those learnings, we need to boost our students' personal and prosocial competencies and skills. We consider the acquisition of these competencies and skills to be central to the training to become a teacher, however they are often difficulties to evaluate in a university setting.

In order to make these behaviours more visible and to help students, qualified teachers and university tutors to keep them in mind, our research team has created **an assessment rubric of personal and prosocial competencies and skills** that aim to facilitate awareness and reflection around these specific set of abilities.

The purpose of the rubric is to enable self-reflection and self-evaluation by students in their learning process (before, during and after their school placement), as well as to be used as an assessment tool by supervisors and university tutors.

During our research project, the rubric has been used and evaluated by early years and primary school student teachers, as well as by qualified teachers of children aged 0-3, 3-6 and 6-12 years.

The personal and prosocial competencies and skills included in the rubric are considered relevant for the training of infant and primary teachers, but they are common to other professions in the field of education, health and wellbeing. For this reason, the rubric could also be useful in the training of

nurses, therapists and carers – in fact, in training of all professions that involve caring for people.

Although the table uses fixed definitions, it offers the possibility to be adapted. For example, it would be possible to change the list of competencies and skills to include those that are considered appropriate in each situation, depending on the objectives and context of the placement or the type of training in which it is to be implemented.

Moreover, the table could be adapted to be used not only in training contexts, but also in a variety of professional situations, including the self-examination of the professional work of teachers.

## **Implementation of the rubric**

The rubric presents a table of criteria to evaluate the achievement of personal and prosocial competencies and skills by students in teacher training before and after placement in a nursery school or primary school.

Our recommendation is to implement the rubric before the student starts the school placement and again at the end of it, to compare the data obtained and visualize the progress. The data is informed by the self-perception of the student before and after work experience. It is also advisable to ask placement and university tutors who work with the students to fill in the rubric at the end of the placement and to discuss the similarities and differences.

The rubric presents a final section that is open to include observations or comments that the students can fill in at the end of their internship. This section has two purposes: to enable the students to express subjective and specific opinions about their competencies and skills and also, to obtain critical comments that will help the team to improve the table.

| Nº | PERSONAL AND PROSOCIAL COMPETENCIES AND SKILLS  | LEVEL OF ASSIMILATION OF COMPETENCE   |  |  |   |
|----|---|---|--|--|---|
|    |   | 1   | 2  | 3  | 4   |
| 1  | <b>Reasoning and explanation:</b><br>Ability to justify ideas and to communicate them clearly in a way that is appropriate for the listener | I find it hard to produce arguments when I try to explain my thoughts                       | I do not always adapt my explanations to the listener in a logical way   | I usually explain and justify my ideas quite clearly   | I am always very good at justifying my ideas and communicating them clearly   |
| 2  | <b>Creativity and imagination:</b><br>Ability to formulate innovative ideas and new educational activities                                  | I rarely come up with Ideas that could lead to innovation in education                      | I have innovative ideas, but I find it difficult to translate them into practical activities                           | I formulate innovative educational ideas which I sometimes translate into practical activities                 | I am highly able to formulate innovative ideas and educational activities and to put them into practice                                 |
| 3  | <b>Critical thinking:</b><br>Ability to observe, interrogate and rationally evaluate things that arise during teaching practice             | I ask myself few critical questions about teaching practice. I prefer not to think about it | I often observe and reflect on teaching situations, but it is hard for me to rationalise and evaluate them well enough | I have the ability to observe, interrogate and evaluate some of the things that arise during teaching practice | I have a high ability to observe, interrogate, and evaluate rationally the great majority of things that arise during teaching practice |
| 4  | <b>Active listening:</b><br>Ability to pay attention to, and show interest in, what people say, including non-verbal communication          | I find it difficult to pay close attention when other people are explaining things          | I try to listen when other people are explaining things but I often get distracted                                     | I have the ability and interest to understand and pay attention to what people say                             | I have a high ability to pay attention and I always show interest in what people say  |
| 5  | <b>Concentration:</b><br>Ability to sustain attention for the time necessary to complete a task   | I quite often get tired when tasks are too long and find it difficult to keep going         | I maintain attention in tasks of short duration but I easily lose concentration when tasks take longer                 | I carry out most tasks sustaining attention for the time necessary to complete them                            | I always carry out all tasks sustaining attention for the time necessary to complete them   |

|    |  |   |   |  |   |
|----|--|---|---|--|---|
| 6  | <b>Interdisciplinarity:</b><br>Ability to carry out a teaching-learning process combining subjects from different disciplines and adopting a broad perspective | It is difficult for me to combine subjects from different disciplines and to look for interdisciplinary educational proposals | Although I can see multidisciplinary relationships, I don't know how to use them in educational proposals | Sometimes I can carry out educational processes making relationships between subjects from different disciplines | I can often carry out educational processes making relationships between subjects from different disciplines adopting a broad perspective |
| 7  | <b>Resilience:</b><br>Ability to adapt and to overcome adversity and difficulties  | I rarely overcome the adversities that I face   | I overcome normal challenges and adversities but it's hard for me to overcome exceptional difficulties    | I usually overcome both normal challenges and adversities and exceptional difficulties                           | I am able to adapt and I always overcome both normal challenges and adversities and exceptional difficulties                              |
| 8  | <b>Autonomy:</b><br>Ability to make decisions and face up to situations without relying on others  | I am rarely able to face up to complex situations and make decisions. I often depend on others                                | Sometimes I face up to complex situations, trying not to rely on others                                   | I am often able to make decisions and face up to complex situations without relying on others                    | I am always able to make decisions and face up to complex situations without depending on others  |
| 9  | <b>Emotional control:</b><br>Ability to recognise and regulate one's own emotions and to adjust them properly to the needs of the situation                    | I am rarely able to recognise my own emotions   | I am usually able to recognise my own emotions and regulate them in some situations                       | I am often able to recognise and regulate my own emotions in most circumstances                                  | I am nearly always able to recognise and regulate my own emotions to adjust them properly to the needs of the situation                   |
| 10 | <b>Affectivity:</b><br>Ability to express feelings and affection to others both openly and intimately  | I struggle to express my feelings and to show affection   | I am able to express feelings and affection both openly and intimately in certain situations only         | I am nearly always able to express feelings and affection to others both openly and intimately                   | I am always able to express feelings and affection to others both openly and intimately   |

|    |  |  |   |   |  |
|----|--|--|---|---|--|
| 11 | <b>Determination:</b><br>Ability to persevere in overcoming difficulties in order to achieve objectives                                      | It is usually hard for me to overcome difficulties and hard tasks  | I am sometimes able to make efforts and persevere in overcoming difficulties                                | I am able to make efforts and persevere in overcoming almost all difficulties and I try to identify objectives                | I am always able to persevere in overcoming all difficulties to achieve objectives which I have identified                   |
| 12 | <b>Enthusiasm, passion:</b><br>Ability to feel and to demonstrate intense interest, motivation and admiration                                | I often struggle to show strong interest in things   | I can usually feel and act with intense interest in the things I do   | I am often able to feel and act with intense interest, motivation and admiration  | I am always able to feel and act with intense interest, motivation and admiration  |
| 13 | <b>Assertiveness:</b><br>Ability to express feelings, emotions and thoughts with freedom and confidence without denying the rights of others | It is difficult for me to express feelings, emotions and my own thoughts   | Sometimes I am able to express with confidence some of my feelings, emotions and thoughts                   | I am usually able to express feelings, emotions and thoughts with freedom and confidence without denying the rights of others | I am always able to express feelings, emotions and thoughts with freedom and confidence without denying the rights of others |
| 14 | <b>Adaptability:</b><br>Ability to adapt to any context, relationship or situation in a positive way   | It is hard for me, and I am rarely able to adapt to different situations or contexts                                     | I find it easy to adapt to familiar situations but quite difficult when they are completely new             | Sometimes I find it easy to adapt to new situations, but not always   | I find it easy to adapt in a positive way to new contexts without problem  |
| 15 | <b>Persuasion:</b><br>Ability to capture attention and to convince others about an idea or project   | It is difficult for me to capture the attention of others. I am often unable to convince others about an idea or project | I sometimes capture the attention of others and I am often able to convince others about an idea or project | I usually capture the attention of others and I am able to convince others about an idea or project                           | I always capture the attention of others. It is easy for me to convince others about an idea or project                      |

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|----|--|---|--|--|--|
| 16 | <b>Empathy:</b><br>Ability to perceive and understand the behaviour, emotions and feelings of another person or group of people                                | It is difficult for me to understand the behaviour and emotions of others               | If I make an effort, I can understand the behaviour and emotions of others                               | I can understand the behaviour and emotions of others without too much effort                          | I am almost always able to understand the behaviour and emotions of others. I am very interested in them                         |
| 17 | <b>Leadership:</b> Ability to manage and lead other people or groups, to put the needs of others before one's own, and to create a shared objective            | It is hard for me, and I am not really interested in managing and leading other people  | I am able to manage and lead other people but it is difficult for me. I avoid it if I can                | I often like and am able to manage and lead other people without especial difficulty                   | I have a high ability to manage and lead other people successfully   |
| 18 | <b>Cooperation:</b><br>Ability to work in a team with others to achieve shared objectives  | It is difficult for me to work with others to achieve shared objectives                 | I can work with others to achieve shared objectives but it does not excite me                            | I often work with others to achieve shared objectives without difficulty                               | I always like and find it easy to work with others to achieve shared objectives  |
| 19 | <b>Social responsibility:</b> (involvement and commitment):<br>Ability to participate actively and continuously in activities for the benefit of the community | I usually avoid participating actively in activities for the benefit of the community   | I value active participation in activities for the benefit of the community but I do not do it regularly | I sometimes participate actively in activities for the benefit of the community                        | I participate actively and continuously in activities for the benefit of the community, and I suggest improvements               |
| 20 | <b>Mediation:</b><br>Ability to intervene in the resolution of conflicts so that the parties can resolve them satisfactorily                                   | I am not used to intervening in the resolution of conflicts. I do not know how to do it | It is hard for me, but I sometimes intervene in the resolution of conflicts. I avoid it if I can         | I sometimes intervene in the resolution of conflicts. I am interested in helping to look for solutions | I often intervene in the resolution of conflicts. I am able to reduce the gap between different positions and look for solutions |
| 21 | <b>Receptiveness:</b><br>Ability to receive opinions and feedback (suggestions, ideas, praise and criticism)   | I tend not to listen to, nor to accept, the opinions and feedback of others             | I listen to the opinions and feedback of others but I rarely take them into account                      | I listen to and consider the opinions and feedback of others and I try to take them into account       | I always listen to and consider the opinions and feedback of others and take them into account                                   |

In which competencies and skills have you improved the most?

What evidence do you have of these competencies and skills? Give some examples

In your opinion, which are the five most important competencies for a teacher?

Observations / Comments