

CERTIFICATE OF COMPETENCE ASSESSMENT OF STUDENT MOBILITY

Student (*name and surname*) _____ (*nationality*) _____

born on (*dd/mm/yyyy*) _____ in (*city*) _____

(*province*) _____ (*country*) _____

Name of student's home school _____

Name of student's hosting school _____

(*city*) _____ : _____ (*country*) _____

Period of involvement in mobility from _____ *September* to _____ *December 2014*

Competencies	Level of development of competencies			
	Unsatisfactory	Satisfactory	Good	Excellent
Critical thinking and global literacy (multiculturalism, ecology, humanitarianism, problem solving)				
Inventiveness (creativity, originality and imagination)				
Research practice				
Self-direction, planning, self-discipline, adaptability, perseverance				
Collaboration, cooperation, teamwork				

Signature of principal of hosting school

Name and Surname of principal of hosting school _____

_____ place and date

stamp

Instructions for assessment

Competencies are assessed according to the components listed in the first column of the table. The level of achievement of each component is assessed by using listed descriptors with points 1 to 3.

0 points shall be assigned in exceptional circumstances, i.e. in the case of non-compliance with certain components. Each component is equivalent, representing 20% of the assessment of each competency.

There are three pass levels: satisfactory, good and excellent level. The final evaluation is the sum of the scores obtained on each component, and defined according to the following scoring procedure:

Scoring procedure	
From 0 to 2 points	Failure level - assigned in exceptional circumstances
From 3 to 5 points	unsatisfactory level
from 6 up to 9 points	satisfactory level
from 10 up to 12 points	good level
from 13 up to 15 points	excellent level

Assessment of competence Critical thinking and global literacy (multiculturalism, ecology, humanitarianism, problem solving)

Components	Descriptors and number of points			Score
	1 point	2 points	3 points	
Motivation, participation, cooperation	Low motivation, participation and cooperation	Good level of motivation, participation in some activities and good level of cooperation	High motivation, participation in all activities and high level of cooperation and showing leadership	
Listening	Responsive listening	Listening and asking question for clarification	Listening and changing own opinion based on new information	
Quality of content understanding and explaining	Low level of understanding and explaining of content under investigation	Good level of understanding and explaining of content under investigation	High level of understanding and explaining of content under investigation	
Analytical skills	Poor analytical skills	Good analytical skills	High level of analytical skills	
Presentation and argumentation skills	Weak presentation skills and low level of simple arguments	Good level of presentation skills and formulating arguments	High level of presentation skills and formulated very well reasonable arguments	

Scoring procedure:

From 0 to 2 points

Failure level - assigned in exceptional circumstances

Student has reached _____ points

From 3 to 5 points

unsatisfactory level

from 6 up to 9 points

satisfactory level

Critical thinking and global literacy

from 10 up to 12 points

good level

have been developed on _____ level.

from 13 up to 15 points

excellent level

Any other comment:

Assessment of competence Inventiveness (creativity, originality and imagination)

Components	Descriptors and number of points			Score
	1 point	2 points	3 points	
Completing the task	Some of components of the task have been completed following instructions;	All components of the task have been completed following instructions;	All components of the task have been completed thoroughly following instructions in detail;	
Generating questions	Some (few) new questions have been generated;	New questions on the topic have been generated;	New questions on the topic have been generated, explored and attempts to find answers have been made;	
Taking risks and adopting different interpretative strategies	Low level of risks have been undertaken to carry out the task and at least one interpretative strategy has been used to process information;	Some risks have been undertaken to carry out the task and different interpretative strategies have been used to some degree to process information;	Multiple risks have been undertaken to carry out the task and different interpretative strategies have been used to a high degree to process information;	
Explaining processes adopted to complete the task	The process used to complete the task is explained partially;	The process used to complete the task is explained;	The process used to complete the task is explained clearly;	
Personal engagement	There is modest personal engagement with theme.	There is evidence of personal awareness.	There is evidence of deep personal awareness.	

Scoring procedure:

From 0 to 2 points

Failure level - assigned in exceptional circumstances

Student has reached _____ points

From 3 to 5 points

unsatisfactory level

from 6 up to 9 points

satisfactory level

from 10 up to 12 points

good level

from 13 up to 15 points

excellent level

Inventiveness

has been developed on _____ level.

Any other comment:

Assessment of competence Research practice (research, analysis, interpretation, reasoning and conceptual synthesis)

Components	Descriptors and number of points			Score
	1 point	2 points	3 points	
N. of sources and citation	Uses at least one source in addition to the interview. Inconsistently cited or major mistakes.	Uses at least 2 sources in addition to the interview. Minor mistakes in citation, but consistent.	Uses at least 3 sources in addition to the interviews. All sources cited correctly.	
Variety and balance	All same type of source. 70 % or more of the info comes from one source.	Uses at least one book and one article/non website. No more than 70 % of info comes from one source.	Uses more than one book and more than one article/non website. No more than 50% of info comes from one source.	
Appropriate	The source is relevant but not updated.	Some of the sources are relevant and updated.	All sources are relevant and updated.	
Information transfer	Unclear use of one mean or technique of information transfer.	Proficient use of one mean or technique of information transfer.	Excellent use of more than one mean / technique of information transfer.	
Conceptual synthesis	is not precise, long-winded unrelated	precise concise relevant	very precise very concise very relevant	

Scoring procedure:

From 0 to 2 points

Failure level - assigned in exceptional circumstances

Student has reached _____ points

From 3 to 5 points

unsatisfactory level

from 6 up to 9 points

satisfactory level

Research practice

from 10 up to 12 points

good level

has been developed on _____ level.

from 13 up to 15 points

excellent level

Any other comment:

Assessment of competence Self-direction, planning, self-discipline, adaptability, perseverance

Components	Descriptors and number of points			Score
	1 point	2 points	3 points	
Self-direction	Recognize one's own needs, objectives (but also cognitive/learning styles)	Recognize one's own needs, objectives and define priorities.	Recognize one's own needs, objectives, define priorities and be able to make appropriate choices in constrained contexts.	
Planning	Define and specify appropriately time schedules, phases, steps, procedures (but also different strategies, e.g. learning strategies)	Define and specify appropriately time schedules, phases, steps, procedures of the planned activities and implements appropriate evaluations	All previously listed about planning and choose appropriate means/methods/instruments to reach the planned goal/objective	
Self-discipline	Respect scheduled deadlines/terms of the planned/agreed activities	Respect scheduled deadlines of agreed activities; take adequate care of working materials and assets.	Respect schedules, take adequate care of working materials and assets and accept tasks and commitments implied by the activity	
Adaptability	Modify action planning/activity according to unexpected circumstances (reactivity)	Modify action planning/activity and be able to foreshadow alternative plans (proactivity)	Modify action planning/activity, act proactively, accept and play different roles, required by the activity	
Perseverance	Face and overcome difficulties to go on and reach the expected result.	Insist on the activity even if the obtained results different/below expectations.	All previously listed and set up further goals to improve one's own performances/ results/competences	

Scoring procedure:

From 0 to 2 points

Failure level - assigned in exceptional circumstances

Student has reached _____points

From 3 to 5 points

unsatisfactory level

from 6 up to 9 points

satisfactory level

Self-direction, planning, self-discipline, adaptability, perseverance

from 10 up to 12 points

good level

have been developed on _____ level.

from 13 up to 15 points

excellent level

Any other comment:

Assessment of competence Collaboration, cooperation, teamwork

Components	Descriptors and number of points			Score
	1 point	2 points	3 points	
Discipline in the group	The student appears unfocused on the work	The student is generally focused but with some limitations	The student is very focused on the work	
Activity in the group (participation in the group work)	The student is involved in the task, listening and partly contributing	The student is participating, actively contributing and proposing new ideas	The student is fully engaged motivating the group (taking the leadership of the group)	
Accepting and implementing the ideas of the group	The student accepts the ideas of the group	The student accepts and partly implements the ideas of the group	The student fully participates, cooperates and implements ideas	
Responsibility for the work	The student is showing low level of responsibility for his/her part of the work	The student is showing good level of responsibility for his/her part of the work	The student is showing high level of responsibility for his/her part of the work	
Overall grade of the student's team work	The student is participating most of the time, motivated and not disturbing the others	The student is actively contributing and proposing new ideas	The student is fully engaged motivating the group	

Scoring procedure:

From 0 to 2 points

Failure level - assigned in exceptional circumstances

Student has reached _____ points

From 3 to 5 points

unsatisfactory level

from 6 up to 9 points

satisfactory level

from 10 up to 12 points

good level

from 13 up to 15 points

excellent level

Collaboration, cooperation, teamwork

have been developed on _____ level.

Any other comment: