The competence assessment task bank
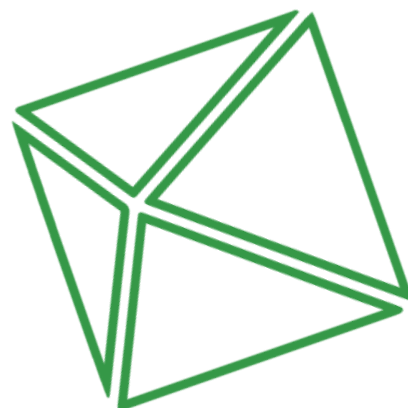
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PRELIMINARY CONCEPTUAL CLARIFICATIONS

The concept of task is associated with functional and competence-based approaches to learning. This conception assumes that the determinant element of these processes will not be the acquisition of concepts as such, but rather the application of what has been learnt through practice and the parallel assumption of the shared values of European citizenship implicit in the learning processes.

Meanwhile, the "task-based learning" (TBL) approach can be defined as the acquisition of skills, abilities and competences based on a final task or set of tasks that will guide the presentation of different content (Candlin, 1990; Jerez-Naranjo & Garófalo-Hernández, 2012). The student can be involved in the decision of this final task, although it is not essential (Yannelys et al., 2012).

Bearing this element in mind, it is also interesting to consider "project-based learning" (PBL) as the basis of our proposal, where the relevant aspect is the student's purpose and where it is the student who determines what the final product will be (Kilpatrick, 1921; Orellana-Ríos, 2010; Steven Wolk, 1994).

One of the key features of both approaches is that the work to be done must have at least two characteristics: its functionality or purpose in terms of recipient and intention, and learning objectives aimed at producing, elaborating or constructing something to achieve that learning.

In summary, both TBL and PBL involve **student-centred**, **competency-based** teaching-learning processes, where it is possible to pay attention to individualities, achieve motivation "and develop a set of skills necessary for **their integration in today's society and their professional performance**" (Yannelys et al., 2021).

To achieve this end, tasks or projects –the activities- regardless of their format, must have specific characteristics. Anderson (1982, 1982, 1987) clarifies that a task has to group declarative knowledge, stored in deep memory and kept due to its significance, and procedural knowledge, which allows us to put what we know into practice. Declarative knowledge can be understood immediately and is dominated by denotative information, whereas procedural knowledge is acquired thorugh repeated and progressive practice. We add the component of attitudes and values, knowing how to be, based on the Delors report (1993) *La educación encierra un tesoro.*

In order to better organise the elements of competence, we have used the Delors report's classification of learning into *knowing* (*declarative*), *Knowing how to do* (*procedural*) and *knowing how to be* (values, attitudes and norms), and to define the descriptors or elements that make up the competence, we have taken as a theoretical basis the concepts set out so far.

Thus, a task set could consist of a list similar to the one given, as an example, on page 3 for the teamwork competence.

DEVELOPMENT OF THE AGREED SCENARIO

- **FIELD OF ACTIVITY: COOPERATION/SOLIDARITY**
- **COMPETENCE: TEAMWORK**

I. Establishment of the competence elements which will serve as descriptors for both programming and evaluating the activity or activities (list of maxima).

COMPETENCE DESCRIPTORS OR ELEMENTS *Teamwork*		
A) KNOWING (declarative knowledge)	**B) KNOWING HOW TO DO** (applied knowledge)	**C) KNOWING HOW TO BE** (acquisition of shared values, attitudes and norms)
1. Basic knowledge of the task(s) to be performed. 2. Knowledge of the social, cultural, and environmental context of the activity. 3. Goals and targets setting. 4. Design of socio-educational and/or solidarity projects. 5. Project evaluation. 6. Ability to learn from experience and to put into practice what has been learnt (in a possible self-evaluation). 7. Application of an interdisciplinary and intercultural perspective. 8. Capacity for social interaction. 9. Specialised communication skills (command of the language specific to the field of action). 10. Decision-making. 11. Strategies for creating a team atmosphere.	1. Adapting to new situations with flexibility. 2. Making decisions based on the particularities of each context. 3. Ability to evaluate different possibilities of action. 4. Initiative to make decisions and solve problems or conflicts. 5. Involvement in team (and individual) work. 6. Ability to contribute creative proposals. 7. Capacity for analytical observation. 8. Identification of motivations. 9. Mediation skills. 10. Reasoned modification of objectives and goals. 11. Development of *ad hoc* materials and resources.	1. Capacity for reflection and self-criticism. 2. Ethical commitment. 3. Empathy with colleagues and with the beneficiaries of the solidarity action. 4. Attitude of listening and understanding. 5. Democratic and participative attitude. 6. Tolerance and respect for differences. 7. Acceptance of the rules of the contexts of the activity. 8. Receptiveness to the contributions and/or suggestions of others. 9. Responsibility in complying with rules and tasks. 10. Concern for quality. 11. Control of stress and frustration in the face of possible setbacks.

II. Scale of assessment (and self-assessment) of the degree of achievement of each competence descriptor.

ASSESSMENT TOOL: **OBSERVATION SCALE** (OR SELF-OBSERVATION SCALE IF THE STUDENT ALSO ASSESSES HIMSELF/HERSELF)

	1	2	3	4	5
A) KNOWING					
1. Basic knowledge of the task(s) to be performed.					
2. Knowledge of the social, cultural, and environmental context of the activity.					
3. Goals and targets setting.					
4. Design of socio-educational and/or solidarity projects.					
5. Project evaluation.					
6. Ability to learn from experience and to express what has been learned.					
7. Application of an interdisciplinary and intercultural perspective.					
8. Capacity for social interaction.					
9. Specialised communication skills (command of the language specific to the field of action).					
10. Informed decision making.					
11. Strategies for creating a team atmosphere.					
B) KNOWING HOW TO DO					
1. Adapting to new situations with flexibility.					
2. Making decisions based on the particularities of each context.					
3. Ability to evaluate different possibilities of action.					
4. Initiative to make decisions and solve problems or conflicts.					
5. Involvement in team (and individual) work.					
6. Ability to contribute creative proposals.					
7. Capacity for analytical observation.					
8. Identification of motivations.					
9. Mediation skills.					
10. Reasoned modification of objectives and goals.					
11. Development of *ad hoc* materials and resources.					
C) KNOWING HOW TO BE					
1. Capacity for reflection and self-criticism.					
2. Ethical commitment.					
3. Empathy with colleagues and with the beneficiaries of the solidarity action.					
4. Attitude of listening and understanding.					
5. Democratic and participative attitude.					
6. Tolerance and respect for differences.					

7. Acceptance of the rules of the contexts of the activity.					
8. Receptiveness to the contributions and/or suggestions of others.					
9. Responsibility in complying with rules and tasks.					
10. Concern for quality.					
11. Control of stress and frustration in the face of possible setbacks.					

Footnotes:

1. In order not having to work with 30 descriptors, those that correspond most closely to the type of activity should be selected when designing the activity. For example, it is not the same to cooperate at conducting a training course, as it is to support schoolchildren from deprived families with their homework or to help in soup kitchens.

2. As we are discussing at the UGR about the complementary curriculum, it would be possible to think about assigning a numerical or percentage weight to each descriptor selected for each specific activity according to the type and objectives of these activities.

III. Example of a concrete activity with a selection of descriptors in its design and evaluated by means of a rubric.

ACTIVITY: SUPPORT AND TUTORING FOR CHILDREN IN A DEPRIVED NEIGHBOURHOOD BY UNIVERSITY STUDENTS.

- **Duration:** A school year.
- **Timetable:** 4 hours (2 hours, 2 afternoons per week). From October to May inclusive.
- **Total number of hours:** 30 weeks x 4 hours per week = 120 hours (= 5 ECTS credits).
- **Venue:** Neighbourhood Civic Centre.

	Knowing	Knowing how to do	Knowing how to be
Basics *(-All must be achieved with a value of 3 or more. - They will account for 70% in the final evaluation.)*	A1, A2, A7, A9	B2, B3, B4, B11	C1, C2, C3, C10
Complementary *(- To qualify as achieved, a level of 3 or more must be reached. - Its achievement accounts for 30%. - This 30% can be split between all complementary descriptors equally or not. For example, I can give 5% to descriptor A6 and 1% or 2% to the other descriptors.*	A6, A8	B1, B5, B6, B9	C4, C6, C7, C11

- **Assessment instrument**: Rubric (could also be a scale, but we developed the rubric to have two possible assessment instruments).

COMPETENCE RUBRIC: TEAMWORK

Name of the student:

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
KNOWING				
1. Basic knowledge of the task(s) to be performed. (A1)	Fully knows the basic knowledge of all the tasks to be performed.	Knows most of the basic knowledge of the tasks to be performed.	Recognises some of the basic knowledge of the tasks to be performed, but has many gaps.	Does not recognise or know the basic knowledge of the tasks to be performed.
2. Knowledge of the social, cultural, and environmental context of the activity. (A2)	Has a good command of the knowledge of the social, cultural and environmental context of the activity to be carried out.	Possesses basic knowledge of the social, cultural and environmental context of the activity to be carried out.	Has some but very limited knowledge of the social, cultural and environmental context of the activity to be carried out.	Lacks knowledge of the social, cultural and environmental context of the activity to be carried out.
3. Goals and targets setting. (A3)	Sets out the goals and targets of their intervention very well.	Sets out goals and targets for their intervention.	Sets out some of the goals and targets of their intervention.	Is not able to set out the goals and targets of their intervention.
4. Design of socio-educational and/or solidarity projects. (A4)	Designs socio-educational and/or solidarity projects without difficulty.	Is able to design some socio-educational and/or solidarity projects.	Designs some socio-educational and/or solidarity projects, but needs help to do so.	Is not capable of designing socio-educational and/or solidarity projects.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
5. Project evaluation. (A5)	Is capable of carrying out evaluations of proposed projects.	Conducts evaluations of some of the proposed projects.	Evaluates, but with difficulty, proposed projects.	Is not able to evaluate projects.
6. Ability to learn from experience and to express what has been learned. (A6)	Is able, with great skill, to learn from experience and, moreover, to express what they have learnt efficiently.	Is able to learn from experience and express what they have learnt.	Has a limited and deficient capacity to learn about their own experience and expresses what they have learnt with difficulty.	Is not capable of learning from experience and to express what they have learnt.
7. Application of an interdisciplinary and intercultural perspective. (A7)	They have an excellent interdisciplinary and intercultural perspective which they apply in practice.	Applies an interdisciplinary and intercultural perspective.	Applies an interdisciplinary and intercultural perspective, albeit with limitations.	Is not able to apply an interdisciplinary and intercultural perspective.
8. Capacity for social interaction. (A8)	It has a great capacity for social interaction.	Possesses social interaction skills.	Has limited capacity for social interaction.	Lacks capacity for social interaction.
9. Specialised communication skills (command of the language specific to the field of action). (A9)	Has a very good command of the language of the field of action.	Communicates using specialised language.	Has difficulties in using the language of the field of action.	Not able to use specialised communication.
10. Informed decision making. (A10)	Makes informed decisions.	Is capable of making some informed decisions.	Finds it difficult to make informed decisions.	Not capable of making informed decisions.
11. Strategies for creating a team atmosphere. (A11)	Knows a number of strategies for creating a cohesive team environment and for the functioning of the team as a group.	Knows some strategies for creating a cohesive team environment and for the functioning of the team as a group.	Knows few strategies for creating a good team atmosphere, but not for the functioning of the team as a group.	No knowledge of teamwork and group building strategies.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
KNOWING HOW TO DO				
12. **Adapting to new situations with flexibility. (B1)**	Adapts flexibly without difficulty to new situations.	Adapts to new situations.	Adapts with difficulty to new situations.	Not capable of adapting to new situations.
13. **Making decisions based on the particularities of each context. (B2)**	It is able to make decisions, without any problem, based on the particularities of each context.	Makes decisions based on the particularities of each context.	Makes some decisions, but with little reliability, based on the particularities of each context.	Is not able to make decisions based on the particularities of each context.
14. **Ability to evaluate different possibilities of action. (B3)**	Has a great capacity to evaluate different possibilities of action?	Has the capacity to evaluate different possibilities of action.	Has a limited capacity to assess different possibilities of action.	It is not capable of evaluating different possibilities of action.
15. **Initiative to make decisions and solve problems or conflicts. (B4)**	Has excellent initiative to make decisions and solve problems or conflicts.	Has the initiative to make decisions and solve problems or conflicts.	Not much initiative to make decisions and solve problems or conflicts.	Lacks initiative to make decisions and solve problems or conflicts.
16. **Involvement in team (and individual) work. (B5)**	Is highly involved in team and individual work.	Is involved in team and individual work.	Has difficulties in getting involved in team and individual work.	Not involved in team and individual work.
17. **Ability to contribute creative proposals. (B6)**	Shows a great ability to come up with creative proposals.	Brings creative proposals.	Provides, on a few occasions, some creative proposals.	Fails to come up with creative proposals.
18. **Capacity for analytical observation. (B7)**	Has excellent analytical observation skills.	Has analytical observation skills.	On rare occasions, shows analytical observation skills.	Lacks analytical observation skills.
19. **Identification of motivations. (B8)**	Identifies motivations at work with great skill.	Identifies motivations in professional practice.	Manages to identify few motivations in the work performed.	Does not identify motivations in the work environment.
20. **Mediation skills. (B9)**	Mediates, without any difficulty, in different situations.	Has the capacity to mediate.	Mediates in some situations, but with difficulty.	Has no mediation capacity.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
21. Reasoned modification of objectives and goals. (B10)	Modifies objectives and goals in a very satisfactory and reasoned way.	Modifies objectives and goals in a reasoned manner.	Has difficulties in modifying objectives and goals in a reasoned manner.	Is not able to modify objectives and goals in a reasoned way.
22. Development of *ad hoc* materials and resources. (B11)	Develops a wide range of *ad hoc* materials and resources.	Develops *ad hoc* materials and resources.	Struggles to develop *ad hoc* materials and resources.	Fails to develop *ad hoc* materials and resources.
KNOWING HOW TO BE				
23. Capacity for reflection and self-criticism. (C1)	Has a great capacity for reflection and self-criticism.	Has the capacity for reflection and self-criticism.	Finds it difficult to engage in self-criticism and reflection.	Lacks the capacity for reflection and self-criticism.
24. Ethical commitment. (C2)	Has a high ethical commitment.	Is ethically committed.	Presents difficulties with regard to ethical commitment.	Has no ethical commitment.
25. Empathy with colleagues and with the beneficiaries of the solidarity action. (C3)	Shows great empathy with the activity colleagues and with the beneficiaries of the solidarity action.	Is empathetic towards colleagues and the beneficiaries of the solidarity action.	Finds it difficult to be empathetic to colleagues and to the beneficiaries of the solidarity action.	Lacks empathy with colleagues and with the beneficiaries of the solidarity action.
26. Attitude of listening and understanding. (C4)	Has a very good listening and understanding attitude.	Has a listening and understanding attitude.	Shows difficulty in listening and understanding.	Lacks a listening and understanding attitude.
27. Democratic and participative attitude. (C5)	Has an excellent democratic and participatory spirit.	Is democratic and participatory.	Struggles to be democratic and participatory.	Lacks a democratic and participatory spirit.
28. Tolerance and respect for differences. (C6)	Tolerates and respects differences with great empathy.	Tolerates and respects differences.	Fails to tolerate and respect all differences.	Is not tolerant and respectful of differences.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
29. Acceptance of the rules of the contexts of the activity. (C7)	Accepts the rules of the activity contexts without problem.	Accepts rules of the activity contexts.	Accepts some, but not all, rules of the activity contexts.	Does not accept the rules of the activity contexts.
30. Receptiveness to the contributions and/or suggestions of others. (C8)	Is very receptive to input and/or suggestions from others.	Is receptive to input and/or suggestions from others.	Has difficulty being receptive to the input and/or suggestions of others.	Is not receptive to input and/or suggestions from others.
31. Responsibility in complying with rules and tasks. (C9)	Has a high responsibility for the fulfilment of rules and tasks.	Is responsible with regard to compliance with rules and tasks.	Has difficulty in fully complying with rules and tasks.	Is not responsible for compliance with rules and tasks.
32. Concern for quality. (C10)	Cares a lot about quality.	Shows concern for quality.	Is only sometimes concerned with quality.	Does not care about quality.
33. Control of stress and frustration in the face of possible setbacks. (C11)	When faced with problems or setbacks, can handle stress or frustration very well.	In the face of problems or setbacks, manages stress or frustration well.	In the face of problems or setbacks, has difficulty managing stress or frustration.	Has little control over stress and frustration when problems or setbacks arise.

DEVELOPMENT OF THE AGREED SCENARIO

- **FIELD OF ACTIVITY: COOPERATION/SOLIDARITY**
- **COMPETENCE: DIGITAL SKILLS**

I. **Establishment of the competence elements which will serve as descriptors for both programming and evaluating the activity or activities (list of maxima).**

COMPETENCE DESCRIPTORS OR ELEMENTS *DIGITAL SKILLS*		
D) KNOWING (declarative knowledge)	**A) KNOWING HOW TO DO** (applied knowledge)	**E) KNOWING HOW TO BE** (acquisition of shared values, attitudes and norms)
1. Basic knowledge of the task(s) to be performed. 2. Knowledge of the social, cultural, and environmental context of the activity. 3. Understanding the relationship between network and computing. 4. Understanding connectivity issues, internet protocols and Firewalls. 5. Design of socio-educational and/or solidarity projects. 6. Project evaluation. 7. Ability to learn from experience and to put into practice what has been learnt. 8. Application of an interdisciplinary and intercultural perspective. 9. Capacity for social interaction. 10. Specialised communication skills (command of the language specific to the field of action). 11. Decision-making. 12. Strategies for creating a team atmosphere.	1. Adapting to new situations with flexibility. 2. Making decisions based on the particularities of each context. 3. Ability to evaluate different possibilities of action. 4. Knowing skills on how to collect information from a variety of information sources including websites and organize it in a way that is useful to the user's needs. 5. Operating systems management. 6. Programming and creation of web resources. 7. Management of social networks. 8. Identification of motivations. 9. Mediation skills. 10. Reasoned modification of objectives and goals. 11. Development of *ad hoc* materials and resources.	1. Capacity for reflection and self-criticism. 2. Ethical commitment. 3. Empathy with colleagues and with the beneficiaries of the solidarity action. 4. Attitude of listening and understanding. 5. Democratic and participative attitude. 6. Tolerance and respect for differences. 7. Acceptance of the rules of the contexts of the activity. 8. Receptiveness to the contributions and/or suggestions of others. 9. Responsibility in complying with rules and tasks. 10. Concern for quality. 11. Control of stress and frustration in the face of possible setbacks.

II. Scale of assessment (and self-assessment) of the degree of achievement of each competence descriptor.

ASSESSMENT TOOL: **OBSERVATION SCALE** (OR SELF-OBSERVATION SCALE IF THE STUDENT ALSO ASSESSES HIMSELF/HERSELF)

		1	2	3	4	5
	D) KNOWING					
1.	Basic knowledge of the task(s) to be performed.					
2.	Knowledge of the social, cultural, and environmental context of the activity.					
3.	Understanding the relationship between network and computing.					
4.	Understanding connectivity issues, internet protocols and Firewalls.					
5.	Design of socio-educational and/or solidarity projects.					
6.	Project evaluation.					
7.	Ability to learn from experience and to put into practice what has been learnt.					
8.	Application of an interdisciplinary and intercultural perspective.					
9.	Capacity for social interaction.					
10.	Specialised communication skills (command of the language specific to the field of action).					
	E) KNOWING HOW TO DO					
1.	Adapting to new situations with flexibility.					
2.	Making decisions based on the particularities of each context.					
3.	Ability to evaluate different possibilities of action.					
4.	Knowing skills on how to collect information from a variety of information sources including websites and organize it in a way that is useful to the user's needs.					
5.	Operating systems management.					
6.	Programming and creation of web resources.					
7.	Management of social networks.					
8.	Identification of motivations.					
9.	Mediation skills.					
10.	Reasoned modification of objectives and goals.					
11.	Development of *ad hoc* materials and resources					
	F) KNOWING HOW TO BE					
1.	Capacity for reflection and self-criticism.					
2.	Ethical commitment.					
3.	Empathy with colleagues and with the beneficiaries of the solidarity action.					
4.	Attitude of listening and understanding.					
5.	Democratic and participative attitude.					
6.	Tolerance and respect for differences.					
7.	Acceptance of the rules of the contexts of the activity.					

8. Receptiveness to the contributions and/or suggestions of others.					
9. Responsibility in complying with rules and tasks.					
10. Concern for quality.					
11. Control of stress and frustration in the face of possible setbacks.					

Footnotes:

1. In order not having to work with 30 descriptors, those that correspond most closely to the type of activity should be selected when designing the activity. For example, it is not the same to cooperate at conducting a training course, as it is to support schoolchildren from deprived families with their homework or to help in soup kitchens.

2. As we are discussing at the UGR about the complementary curriculum, it would be possible to think about assigning a numerical or percentage weight to each descriptor selected for each specific activity according to the type and objectives of these activities.

III. **Example of a concrete activity with a selection of descriptors in its design and evaluated by means of a rubric**

ACTIVITY: SUPPORT AND TUTORING FOR CHILDREN IN A DEPRIVED NEIGHBOURHOOD BY UNIVERSITY STUDENTS.

- **Duration:** A school year.
- **Timetable:** 4 hours (2 hours, 2 afternoons per week). From October to May inclusive.
- **Total number of hours:** 30 weeks x 4 hours per week = 120 hours (= 5 ECTS credits).
- **Venue:** Neighbourhood Civic Centre.

	Knowing	Knowing how to do	Knowing how to be
Basics *(-All must be achieved with a value of 3 or more.* *- They will account for 70% in the final evaluation.)*	A1, A3, A4	B1, B2, B4, B5, B7	C1, C2, C3, C4
Complementary *(- To qualify as achieved, a level of 3 or more must be reached.* *- Its achievement accounts for 30%.* *- This 30% can be split between all complementary descriptors equally or not. For example, I can give 5% to descriptor A6 and 1% or 2% to the other descriptors.*	A2, A5, A8, A9, A11	B3, B6, B8, B10	C6, C7, C9, C11

- **Assessment instrument**: Rubric (could also be a scale, but we developed the rubric to have two possible assessment instruments).

COMPETENCE RUBRIC: DIGITAL SKILLS

Name of the student:

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
KNOWING				
1. **Basic knowledge of the task(s) to be performed. (A1)**	Fully knows the basic knowledge of all the tasks to be performed.	Knows most of the basic knowledge of the tasks to be performed.	Recognises some of the basic knowledge of the tasks to be performed, but has many gaps.	Does not recognise or know the basic knowledge of the tasks to be performed.
2. **Knowledge of the social, cultural, and environmental context of the activity. (A2)**	Has a good command of the knowledge of the social, cultural and environmental context of the activity to be carried out.	Possesses basic knowledge of the social, cultural and environmental context of the activity to be carried out.	Has some but very limited knowledge of the social, cultural and environmental context of the activity to be carried out.	Lacks knowledge of the social, cultural and environmental context of the activity to be carried out.
3. **Understanding the relationship between network and computing (A3)**	Understands how networks allow computers share information between them.	Understands how the Internet works and how it relates to computers	Basic internet user without understanding the differences between network and connection	Is not able to formulate the objectives and goals of its intervention.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
4. **Understanding of connectivity issues, internet protocols and firewalls. (A4)**	Advanced learners will understand how to troubleshoot network problems, Internet connectivity, internet protocol fundamentals, and Firewall basics.	Minimum knowledge of connectivity and protocols associated to Firewalls.	Basic use of the Firewall	No understanding of what happens when network connectivity fails and the importance of the Firewalls.
5. **Design of socio-educational and/or solidarity projects. (A5)**	Designs socio-educational and/or solidarity projects without difficulty.	Is able to design some socio-educational and/or solidarity projects.	Designs some socio-educational and/or solidarity projects, but needs help to do so.	Is not capable of designing socio-educational and/or solidarity projects.
6. **Project evaluation. (A6)**	Is capable of carrying out evaluations of proposed projects.	Conducts evaluations of some of the proposed projects.	Evaluates, but with difficulty, proposed projects.	Is not able to evaluate projects.
7. **Ability to learn from experience and to express what has been learned. (A7)**	Is able, with great skill, to learn from experience and, moreover, to express what they have learnt efficiently.	Is able to learn from experience and express what they have learnt.	Has a limited and deficient capacity to learn about their own experience and expresses what they have learnt with difficulty.	Is not capable of learning from experience and to express what they have learnt.
8. **Application of an interdisciplinary and intercultural perspective. (A8)**	They have an excellent interdisciplinary and intercultural perspective which they apply in practice.	Applies an interdisciplinary and intercultural perspective.	Applies an interdisciplinary and intercultural perspective, albeit with limitations.	Is not able to apply an interdisciplinary and intercultural perspective.
9. **Capacity for social interaction. (A9)**	It has a great capacity for social interaction.	Possesses social interaction skills.	Has limited capacity for social interaction.	Lacks capacity for social interaction.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
10. Specialised communication skills (command of the language specific to the field of action). (A10)	Has a very good command of the language of the field of action.	Communicates using specialised language.	Has difficulties in using the language of the field of action.	Not able to use specialised communication.
11. Informed decision making. (A11)	Makes informed decisions.	Is capable of making some informed decisions.	Finds it difficult to make informed decisions.	Not capable of making informed decisions.
12. Strategies for creating a team atmosphere. (A12)	Knows a number of strategies for creating a cohesive team environment and for the functioning of the team as a group.	Knows some strategies for creating a cohesive team environment and for the functioning of the team as a group.	Knows few strategies for creating a good team atmosphere, but not for the functioning of the team as a group.	No knowledge of teamwork and group building strategies.
KNOWING HOW TO DO				
13. Adapting to new situations with flexibility. (B1)	Adapts flexibly without difficulty to new situations.	Adapts to new situations.	Adapts with difficulty to new situations.	Not capable of adapting to new situations.
14. Making decisions based on the particularities of each context. (B2)	It is able to make decisions, without any problem, based on the particularities of each context.	Makes decisions based on the particularities of each context.	Makes some decisions, but with little reliability, based on the particularities of each context.	Is not able to make decisions based on the particularities of each context.
15. Ability to evaluate different possibilities of action. (B3)	Has a great capacity to evaluate different possibilities of action.	Has the capacity to evaluate different possibilities of action.	Has a limited capacity to assess different possibilities of action.	It is not capable of evaluating different possibilities of action.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
16. Knowing skills on how to collect information from a variety of information sources including websites and organize it in a way that is useful to the user's needs. (B4)	Correctly manages web resources and organize information based on specific needs.	Understands the importance of information gathering through repositories and other devices.	Understands that the network allows to sift through information and select the desired information but has insufficient knowledge for its development.	No knowledge on how to extract selective information within the network.
17. Operating systems management (B5)	Constant use of the operating system with its applications, in a habitual and natural way, almost professional in a responsible and ethical manner.	Knowledge of the operating system for troubleshooting and generating ideas.	Basic use of operating system content.	Insufficient knowledge to access the system.
18. Programming and creation of web resources (B6)	Advanced programming skills to create web content.	Solving programming and web content creation issues.	Searching for web content and basic computer programming skills.	Cannot access to upload content or schedule any web resource.
19. Management of social networks (B7)	Comprehensive knowledge and programming of social media content in an ethical and responsible manner.	Use of social networks as a dissemination tool.	Access to social networks, at user level, content receiver not sender.	No knowledge to access the use of social networks and their resources.
20. Identification of motivations. (B8)	Identifies motivations at work with great skill.	Identifies motivations in professional practice.	Manages to identify few motivations in the work performed.	Does not identify motivations in the work environment.
21. Mediation skills. (B9)	Mediates, without any difficulty, in different situations.	Has the capacity to mediate.	Mediates in some situations, but with difficulty.	Has no mediation capacity.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
22. Reasoned modification of objectives and goals. (B10)	Modifies objectives and goals in a very satisfactory and reasoned way.	Modifies objectives and goals in a reasoned manner.	Has difficulties in modifying objectives and goals in a reasoned manner.	Is not able to modify objectives and goals in a reasoned way.
23. Development of *ad hoc* materials and resources. (B11)	Develops a wide range of *ad hoc* materials and resources.	Develops *ad hoc* materials and resources.	Struggles to develop *ad hoc* materials and resources.	Fails to develop *ad hoc* materials and resources.
KNOWING HOW TO BE				
23. Capacity for reflection and self-criticism. (C1)	Has a great capacity for reflection and self-criticism.	Has the capacity for reflection and self-criticism.	Finds it difficult to engage in self-criticism and reflection.	Lacks the capacity for reflection and self-criticism.
24. Ethical commitment. (C2)	Has a high ethical commitment.	Is ethically committed.	Presents difficulties with regard to ethical commitment.	Has no ethical commitment.
25. Empathy with colleagues and with the beneficiaries of the solidarity action. (C3)	Shows great empathy with the activity colleagues and with the beneficiaries of the solidarity action.	Is empathetic towards colleagues and the beneficiaries of the solidarity action.	Finds it difficult to be empathetic to colleagues and to the beneficiaries of the solidarity action.	Lacks empathy with colleagues and with the beneficiaries of the solidarity action.
26. Attitude of listening and understanding. (C4)	Has a very good listening and understanding attitude.	Has a listening and understanding attitude.	Shows difficulty in listening and understanding.	Lacks a listening and understanding attitude.
27. Democratic and participative attitude. (C5)	Has an excellent democratic and participatory spirit.	Is democratic and participatory.	Struggles to be democratic and participatory.	Lacks a democratic and participatory spirit.
28. Tolerance and respect for differences. (C6)	Tolerates and respects differences with great empathy.	Tolerates and respects differences.	Fails to tolerate and respect all differences.	Is not tolerant and respectful of differences.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
29. Acceptance of the rules of the contexts of the activity. (C7)	Accepts the rules of the activity contexts without problem.	Accepts rules of the activity contexts.	Accepts some, but not all, rules of the activity contexts.	Does not accept the rules of the activity contexts.
30. Receptiveness to the contributions and/or suggestions of others. (C8)	Is very receptive to input and/or suggestions from others.	Is receptive to input and/or suggestions from others.	Has difficulty being receptive to the input and/or suggestions of others.	Is not receptive to input and/or suggestions from others.
31. Responsibility in complying with rules and tasks. (C9)	Has a high responsibility for the fulfilment of rules and tasks.	Is responsible with regard to compliance with rules and tasks.	Has difficulty in fully complying with rules and tasks.	Is not responsible for compliance with rules and tasks.
32. Concern for quality. (C10)	Cares a lot about quality.	Shows concern for quality.	Is only sometimes concerned with quality.	Does not care about quality.
33. Control of stress and frustration in the face of possible setbacks. (C11)	When faced with problems or setbacks, can handle stress or frustration very well.	In the face of problems or setbacks, manages stress or frustration well.	In the face of problems or setbacks, has difficulty managing stress or frustration.	Has little control over stress and frustration when problems or setbacks arise.

DEVELOPMENT OF THE AGREED SCENARIO

- **FIELD OF ACTIVITY: COOPERATION/SOLIDARITY**
- **COMPETENCE: COMMUNICATION ORALLY**

I. **Establishment of the competence elements which will serve as descriptors for both programming and evaluating the activity or activities (list of maxima).**

COMPETENCE DESCRIPTORS OR ELEMENTS *COMMUNICATION ORALLY*		
F) KNOWING (declarative knowledge)	**B) KNOWING HOW TO DO** (applied knowledge)	**G) KNOWING HOW TO BE** (acquisition of shared values, attitudes and norms)
1. Interaction and communication. 2. Knowledge of the social, cultural, and environmental context of the activity. 3. Establishing good dialogical relations with others 4. Objectives and goals setting. 5. Design of socio-educational and/or solidarity projects. 6. Project evaluation. 7. Ability to learn from experience and to put into practice what has been learnt. 8. Application of an interdisciplinary and intercultural perspective. 9. Fostering a constructive communicative context for interaction 10. Capacity for social interaction. 11. Specialised communication skills (command of the language specific to the field of action). 12. Decision-making. 13. Showing congruency between explicit and implicit communication signs and symbols.	1. Adapting to new situations with flexibility. 2. Making decisions based on the particularities of each context. 3. Ability to evaluate different possibilities of action. 4. Initiative to make decisions and solve problems or conflicts. 5. Involvement in team (and individual) work. 6. Ability to contribute creative proposals. 7. Using dialogue to generate closer, more fruitful and respectful collaborative relations. 8. Analytical observation skills. 9. Identification of motivations. 10. Mediation skills. 11. Reasoned modification of objectives and goals. 12. Development of *ad hoc* materials and resources. 13. Demonstrate accountability and good judgment in communication.	1. Capacity for reflection and self-criticism. 2. Ethical commitment. 3. Empathy with colleagues and with the beneficiaries of the solidarity action. 4. Attitude of listening and understanding. 5. Democratic and participative attitude. 6. Tolerance and respect for differences. 7. Acceptance of the rules of the contexts of the activity. 8. Receptiveness to the contributions and/or suggestions of others. 9. Responsibility in complying with rules and tasks. 10. Concern for quality. 11. Control of stress and frustration in the face of possible setbacks.

II. Scale of assessment (and self-assessment) of the degree of achievement of each competence descriptor.

ASSESSMENT TOOL: **OBSERVATION SCALE** (OR SELF-OBSERVATION SCALE IF THE STUDENT ALSO ASSESSES HIMSELF/HERSELF)

	1	2	3	4	5
G) KNOWING					
1. Interaction and communication.					
2. Knowledge of the social, cultural, and environmental context of the activity.					
3. Establishing good dialogical relations with others					
4. Objectives and goals setting.					
5. Design of socio-educational and/or solidarity projects.					
6. Project evaluation.					
7. Ability to learn from experience and to put into practice what has been learnt.					
8. Application of an interdisciplinary and intercultural perspective.					
9. Fostering a constructive communicative context for interaction					
10. Capacity for social interaction.					
11. Specialised communication skills (command of the language specific to the field of action).					
12. Decision-making.					
13. Showing congruency between explicit and implicit communication signs and symbols.					
H) KNOWING HOW TO DO					
12. Adapting to new situations with flexibility.					
13. Making decisions based on the particularities of each context.					
14. Ability to evaluate different possibilities of action.					
15. Initiative to make decisions and solve problems or conflicts.					
16. Involvement in team (and individual) work.					
17. Ability to contribute creative proposals.					
18. Using dialogue to generate closer, more fruitful and respectful collaborative relations					
19. Analytical observation skills					
20. Identification of motivations.					
21. Mediation skills.					
22. Reasoned modification of objectives and goals.					
23. Development of *ad hoc* materials and resources					
24. Demonstrate accountability and good judgment in communication					
I) KNOWING HOW TO BE					
12. Capacity for reflection and self-criticism.					
13. Ethical commitment.					
14. Empathy with colleagues and with the beneficiaries of the solidarity action.					
15. Attitude of listening and understanding.					
16. Democratic and participative attitude.					
17. Tolerance and respect for differences.					

18. Acceptance of the rules of the contexts of the activity.				
19. Receptiveness to the contributions and/or suggestions of others.				
20. Responsibility in complying with rules and tasks.				
21. Concern for quality.				
22. Control of stress and frustration in the face of possible setbacks.				

Footnotes:

1. In order not having to work with 30 descriptors, those that correspond most closely to the type of activity should be selected when designing the activity. For example, it is not the same to cooperate at conducting a training course, as it is to support schoolchildren from deprived families with their homework or to help in soup kitchens.

2. As we are discussing at the UGR about the complementary curriculum, it would be possible to think about assigning a numerical or percentage weight to each descriptor selected for each specific activity according to the type and objectives of these activities.

III. **Example of a concrete activity with a selection of descriptors in its design and evaluated by means of a rubric**

ACTIVITY: SUPPORT AND TUTORING FOR CHILDREN IN A DEPRIVED NEIGHBOURHOOD BY UNIVERSITY STUDENTS.

- **Duration:** A school year.
- **Timetable:** 4 hours (2 hours, 2 afternoons per week). From October to May inclusive.
- **Total number of hours:** 30 weeks x 4 hours per week = 120 hours (= 5 ECTS credits).
- **Venue:** Neighbourhood Civic Centre.

	Knowing	Knowing how to do	Knowing how to be
Basics *(-All must be achieved with a value of 3 or more.* *- They will account for 70% in the final evaluation.)*	A1, A2, A3, A7, A8, A9, A10	B7, B12	C1, C3, C4, C5
Complementary *(- To qualify as achieved, a level of 3 or more must be reached.* *- Its achievement accounts for 30%.* *- This 30% can be split between all complementary descriptors equally or not. For example, I can give 5% to descriptor A6 and 1% or 2% to the other descriptors.*	A6, A12	B2, B3, B6, B9	C2, C6, C8, C10, C11

- **Assessment instrument**: Rubric (could also be a scale, but we developed the rubric to have two possible assessment instruments).

COMPETENCE RUBRIC: COMMUNICATION ORALLY

Name of the student:

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
KNOWING				
1. **Interaction and communication. (A1)**	Can conduct and complete a shared task in a multicultural situation.	Can sustain longer engagement with the ability to negotiate shared understanding and overcome differences.	Can engage in short simple conversations with some appreciation of both verbal and nonverbal signs.	Does not possess any ability to develop oral communication skills.
2. **Knowledge of the social, cultural, and environmental context of the activity. (A2)**	Has a good command of the knowledge of the social, cultural and environmental context of the activity to be carried out.	Possesses basic knowledge of the social, cultural and environmental context of the activity to be carried out.	Has some but very limited knowledge of the social, cultural and environmental context of the activity to be carried out.	Lacks knowledge of the social, cultural and environmental context of the activity to be carried out.
3. **Establishing good dialogical relations with others (A3)**	Ability to construct meaning in dialogue	Building a trusting and sustainable relationship by accepting and exploring the other´s feelings	Being present and paying attention to the other	Does not pay attention to the rest of the team, and is therefore unable to create a dialogue.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
4. **Objectives and goals setting (A3)**	Sets with great solvency the objectives and goals of its intervention.	Sets objectives and goals of its intervention.	Sets some of the objectives and goals of its intervention.	Is not able to set the objectives and goals of its intervention.
5. **Design of socio-educational and/or solidarity projects. (A4)**	Designs socio-educational and/or solidarity projects without difficulty.	Is able to design some socio-educational and/or solidarity projects.	Designs some socio-educational and/or solidarity projects, but needs help to do so.	Is not capable of designing socio-educational and/or solidarity projects.
6. **Project evaluation. (A5)**	Is capable of carrying out evaluations of proposed projects.	Conducts evaluations of some of the proposed projects.	Evaluates, but with difficulty, proposed projects.	Is not able to evaluate projects.
7. **Ability to learn from experience and to express what has been learned. (A6)**	Is able, with great skill, to learn from experience and, moreover, to express what they have learnt efficiently.	Is able to learn from experience and express what they have learnt.	Has a limited and deficient capacity to learn about their own experience and expresses what they have learnt with difficulty.	Is not capable of learning from experience and to express what they have learnt.
8. **Application of an interdisciplinary and intercultural perspective. (A7)**	They have an excellent interdisciplinary and intercultural perspective which they apply in practice.	Applies an interdisciplinary and intercultural perspective.	Applies an interdisciplinary and intercultural perspective, albeit with limitations.	Is not able to apply an interdisciplinary and intercultural perspective.
9. **Fostering a constructive communicative context for interaction. (A9)**	Stimulates honest, sincere and open communication on the part of others	Systematically but empathetically questions the opinions of the other and openly recognizes own doubts and mistakes	Expresses self with sincerity and respect	No capacity for social interaction.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
10. Specialised communication skills (command of the language specific to the field of action). (A10)	Has a very good command of the language of the field of action.	Communicates using specialised language.	Has difficulties in using the language of the field of action.	Not able to use specialised communication.
11. Informed decision making. (A11)	Makes informed decisions.	Is capable of making some informed decisions.	Finds it difficult to make informed decisions.	Not capable of making informed decisions.
12. Showing congruency between explicit and implicit communication signs and symbols (A12)	Body language is totally consistent and suitable to enhancing communication.	Body and gestures contributes valuable information and enrich verbal message.	Body and gestures convey information that is consistent with verbal message.	Does not know oral communication strategies.
KNOWING HOW TO DO				
13. Adapting to new situations with flexibility. (B1)	Adapts flexibly without difficulty to new situations.	Adapts to new situations.	Adapts with difficulty to new situations.	Not capable of adapting to new situations.
14. Making decisions based on the particularities of each context. (B2)	It is able to make decisions, without any problem, based on the particularities of each context.	Makes decisions based on the particularities of each context.	Makes some decisions, but with little reliability, based on the particularities of each context.	Is not able to make decisions based on the particularities of each context.
15. Ability to evaluate different possibilities of action. (B3)	Has a great capacity to evaluate different possibilities of action.	Has the capacity to evaluate different possibilities of action.	Has a limited capacity to assess different possibilities of action.	It is not capable of evaluating different possibilities of action.
16. Initiative to make decisions and solve problems or conflicts. (B4)	Has excellent initiative to make decisions and solve problems or conflicts.	Possesses initiative to make decisions and solve problems or conflicts.	Does not have much initiative to make decisions and solve problems or conflicts.	Does not have initiative to make decisions and solve problems or conflicts.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
17. Involvement in team (and individual) work (B5).	Is involved to the maximum in team and individual work.	Is involved in team and individual work.	Has difficulty getting involved in team and individual work.	Does not get involved in team and individual work.
18. Ability to contribute creative proposals. (B6)	Shows a great capacity when it comes to contributing creative proposals.	Provides creative proposals.	Rarely contributes with some educational proposals.	Does not manage to provide educational proposals.
19. Using dialogue to generate closer, more fruitful and respectful collaborative relations. (B7)	Creates an atmosphere of genuine mutuality to generate fruitful and respectful relations between those involved	Uses constructive criticism and recognizes the other's perspective, including their beliefs and expectations	Uses effective listening to ensure the other feels heard and understood	
20. Identification of motivations. (B8)	Identifies motivations at work with great skill.	Identifies motivations in professional practice.	Manages to identify few motivations in the work performed.	Does not identify motivations in the work environment.
21. Mediation skills. (B9)	Mediates, without any difficulty, in different situations.	Has the capacity to mediate.	Mediates in some situations, but with difficulty.	Has no mediation capacity.
22. Reasoned modification of objectives and goals. (B10)	Modifies objectives and goals in a very satisfactory and reasoned way.	Modifies objectives and goals in a reasoned manner.	Has difficulties in modifying objectives and goals in a reasoned manner.	Is not able to modify objectives and goals in a reasoned way.
23. Development of *ad hoc* materials and resources. (B11)	Develops a wide range of *ad hoc* materials and resources.	Develops *ad hoc* materials and resources.	Struggles to develop *ad hoc* materials and resources.	Fails to develop *ad hoc* materials and resources.
24. Demonstrate accountability and good judgment in communication (B12)	Shows a comprehensive understanding of the ethical dimension of the communication	Assumes responsibility for the possible outcomes of the communication and makes wise choices in the conduct of the dialogue	Demonstrates awareness of the need for discretion in given situations	Is unable to understand the ethical value of communication.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
KNOWING HOW TO BE				
23. Capacity for reflection and self-criticism. (C1)	Possesses a great capacity for reflection and self-criticism.	Has the capacity for reflection and self-criticism.	It is difficult for them to be self-critical and to reflect.	Lacks the capacity for reflection and self-criticism.
24. Ethical commitment. (C2)	Has a high ethical commitment.	Is ethically committed.	Presents difficulties with regard to ethical commitment.	Has no ethical commitment.
25. Empathy with colleagues and with the beneficiaries of the solidarity action. (C3)	Shows great empathy with the activity colleagues and with the beneficiaries of the solidarity action.	Is empathetic towards colleagues and the beneficiaries of the solidarity action.	Finds it difficult to be empathetic to colleagues and to the beneficiaries of the solidarity action.	Lacks empathy with colleagues and with the beneficiaries of the solidarity action.
26. Attitude of listening and understanding. (C4)	Has a very good listening and understanding attitude.	Has a listening and understanding attitude.	Shows difficulty in listening and understanding.	Lacks a listening and understanding attitude.
27. Democratic and participative attitude. (C5)	Has an excellent democratic and participatory spirit.	Is democratic and participatory.	Struggles to be democratic and participatory.	Lacks a democratic and participatory spirit.
28. Tolerance and respect for differences. (C6)	Tolerates and respects differences with great empathy.	Tolerates and respects differences.	Fails to tolerate and respect all differences.	Is not tolerant and respectful of differences.
29. Acceptance of the rules of the contexts of the activity. (C7)	Accepts the rules of the activity contexts without problem.	Accepts rules of the activity contexts.	Accepts some, but not all, rules of the activity contexts.	Does not accept the rules of the activity contexts.
30. Receptiveness to the contributions and/or suggestions of others. (C8)	Is very receptive to input and/or suggestions from others.	Is receptive to input and/or suggestions from others.	Has difficulty being receptive to the input and/or suggestions of others.	Is not receptive to input and/or suggestions from others.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
31. Responsibility in complying with rules and tasks. (C9)	Has a high responsibility for the fulfilment of rules and tasks.	Is responsible with regard to compliance with rules and tasks.	Has difficulty in fully complying with rules and tasks.	Is not responsible for compliance with rules and tasks.
32. Concern for quality. (C10)	Cares a lot about quality.	Shows concern for quality.	Is only sometimes concerned with quality.	Does not care about quality.
33. Control of stress and frustration in the face of possible setbacks. (C11)	When faced with problems or setbacks, can handle stress or frustration very well.	In the face of problems or setbacks, manages stress or frustration well.	In the face of problems or setbacks, has difficulty managing stress or frustration.	Has little control over stress and frustration when problems or setbacks arise.

DEVELOPMENT OF THE AGREED SCENARIO

- **FIELD OF ACTIVITY: COOPERATION/SOLIDARITY**
- **COMPETENCE: COMMUNICATION ORALLY**

I. **Establishment of the competence elements which will serve as descriptors for both programming and evaluating the activity or activities (list of maxima).**

COMPETENCE DESCRIPTORS OR ELEMENTS *COMMUNICATION ORALLY*		
H) KNOWING **(declarative knowledge)**	**C) KNOWING HOW TO DO** **(applied knowledge)**	**I) KNOWING HOW TO BE** **(acquisition of shared values, attitudes and norms)**
1. Interaction and communication. 2. Knowledge of the social, cultural, and environmental context of the activity. 3. Establishing good dialogical relations with others 4. Objectives and goals setting. 5. Design of socio-educational and/or solidarity projects. 6. Project evaluation. 7. Ability to learn from experience and to put into practice what has been learnt. 8. Application of an interdisciplinary and intercultural perspective. 9. Fostering a constructive communicative context for interaction 10. Capacity for social interaction. 11. Specialised communication skills (command of the language specific to the field of action). 12. Decision-making. 13. Showing congruency between explicit and implicit communication signs and symbols.	1. Adapting to new situations with flexibility. 2. Making decisions based on the particularities of each context. 3. Ability to evaluate different possibilities of action. 4. Initiative to make decisions and solve problems or conflicts. 5. Involvement in team (and individual) work. 6. Ability to contribute creative proposals. 7. Using dialogue to generate closer, more fruitful and respectful collaborative relations. 8. Analytical observation skills. 9. Identification of motivations. 10. Mediation skills. 11. Reasoned modification of objectives and goals. 12. Development of *ad hoc* materials and resources. 13. Demonstrate accountability and good judgment in communication.	1. Capacity for reflection and self-criticism. 2. Ethical commitment. 3. Empathy with colleagues and with the beneficiaries of the solidarity action. 4. Attitude of listening and understanding. 5. Democratic and participative attitude. 6. Tolerance and respect for differences. 7. Acceptance of the rules of the contexts of the activity. 8. Receptiveness to the contributions and/or suggestions of others. 9. Responsibility in complying with rules and tasks. 10. Concern for quality. 11. Control of stress and frustration in the face of possible setbacks.

II. Scale of assessment (and self-assessment) of the degree of achievement of each competence descriptor.

ASSESSMENT TOOL: **OBSERVATION SCALE** (OR SELF-OBSERVATION SCALE IF THE STUDENT ALSO ASSESSES HIMSELF/HERSELF)

	1	2	3	4	5
J) KNOWING					
1. Interaction and communication.					
2. Knowledge of the social, cultural, and environmental context of the activity.					
3. Establishing good dialogical relations with others					
4. Objectives and goals setting.					
5. Design of socio-educational and/or solidarity projects.					
6. Project evaluation.					
7. Ability to learn from experience and to put into practice what has been learnt.					
8. Application of an interdisciplinary and intercultural perspective.					
9. Fostering a constructive communicative context for interaction					
10. Capacity for social interaction.					
11. Specialised communication skills (command of the language specific to the field of action).					
12. Decision-making.					
13. Showing congruency between explicit and implicit communication signs and symbols.					
K) KNOWING HOW TO DO					
1. Adapting to new situations with flexibility.					
2. Making decisions based on the particularities of each context.					
3. Ability to evaluate different possibilities of action.					
4. Initiative to make decisions and solve problems or conflicts.					
5. Involvement in team (and individual) work.					
6. Ability to contribute creative proposals.					
7. Using dialogue to generate closer, more fruitful and respectful collaborative relations					
8. Analytical observation skills					
9. Identification of motivations.					
10. Mediation skills.					
11. Reasoned modification of objectives and goals.					
12. Development of *ad hoc* materials and resources					
13. Demonstrate accountability and good judgment in communication					
L) KNOWING HOW TO BE					
1. Capacity for reflection and self-criticism.					
2. Ethical commitment.					

3. Empathy with colleagues and with the beneficiaries of the solidarity action.					
4. Attitude of listening and understanding.					
5. Democratic and participative attitude.					
6. Tolerance and respect for differences.					
7. Acceptance of the rules of the contexts of the activity.					
8. Receptiveness to the contributions and/or suggestions of others.					
9. Responsibility in complying with rules and tasks.					
10. Concern for quality.					
11. Control of stress and frustration in the face of possible setbacks.					

Footnotes:

1. In order not having to work with 30 descriptors, those that correspond most closely to the type of activity should be selected when designing the activity. For example, it is not the same to cooperate at conducting a training course, as it is to support schoolchildren from deprived families with their homework or to help in soup kitchens.

2. As we are discussing at the UGR about the complementary curriculum, it would be possible to think about assigning a numerical or percentage weight to each descriptor selected for each specific activity according to the type and objectives of these activities.

III. **Example of a concrete activity with a selection of descriptors in its design and evaluated by means of a rubric**

ACTIVITY: SUPPORT AND TUTORING FOR CHILDREN IN A DEPRIVED NEIGHBOURHOOD BY UNIVERSITY STUDENTS.

- **Duration:** A school year.
- **Timetable:** 4 hours (2 hours, 2 afternoons per week). From October to May inclusive.
- **Total number of hours:** 30 weeks x 4 hours per week = 120 hours (= 5 ECTS credits).
- **Venue:** Neighbourhood Civic Centre.

	Knowing	Knowing how to do	Knowing how to be
Basics *(-All must be achieved with a value of 3 or more.* *- They will account for 70% in the final evaluation.)*	A1, A2, A3, A7, A8, A9, A10	B7, B12	C1, C3, C4, C5
Complementary *(- To qualify as achieved, a level of 3 or more must be reached.* *- Its achievement accounts for 30%.* *- This 30% can be split between all complementary descriptors equally or not. For example, I can give 5% to descriptor A6 and 1% or 2% to the other descriptors.*	A6, A12	B2, B3, B6, B9	C2, C6, C8, C10, C11

- **Assessment instrument**: Rubric (could also be a scale, but we developed the rubric to have two possible assessment instruments).

COMPETENCE RUBRIC: COMMUNICATION ORALLY

Name of the student:

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
KNOWING				
1. **Interaction and communication. (A1)**	Can conduct and complete a shared task in a multicultural situation.	Can sustain longer engagement with the ability to negotiate shared understanding and overcome differences.	Can engage in short simple conversations with some appreciation of both verbal and nonverbal signs.	Does not possess any ability to develop oral communication skills.
2. **Knowledge of the social, cultural, and environmental context of the activity. (A2)**	Has a good command of the knowledge of the social, cultural and environmental context of the activity to be carried out.	Possesses basic knowledge of the social, cultural and environmental context of the activity to be carried out.	Has some but very limited knowledge of the social, cultural and environmental context of the activity to be carried out.	Lacks knowledge of the social, cultural and environmental context of the activity to be carried out.
3. **Establishing good dialogical relations with others (A3)**	Ability to construct meaning in dialogue	Building a trusting and sustainable relationship by accepting and exploring the other´s feelings	Being present and paying attention to the other	Does not pay attention to the rest of the team, and is therefore unable to create a dialogue.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
4. Objectives and goals setting (A3)	Sets with great solvency the objectives and goals of its intervention.	Sets objectives and goals of its intervention.	Sets some of the objectives and goals of its intervention.	Is not able to set the objectives and goals of its intervention.
5. Design of socio-educational and/or solidarity projects. (A4)	Designs socio-educational and/or solidarity projects without difficulty.	Is able to design some socio-educational and/or solidarity projects.	Designs some socio-educational and/or solidarity projects, but needs help to do so.	Is not capable of designing socio-educational and/or solidarity projects.
6. Project evaluation. (A5)	Is capable of carrying out evaluations of proposed projects.	Conducts evaluations of some of the proposed projects.	Evaluates, but with difficulty, proposed projects.	Is not able to evaluate projects.
7. Ability to learn from experience and to express what has been learned. (A6)	Is able, with great skill, to learn from experience and, moreover, to express what they have learnt efficiently.	Is able to learn from experience and express what they have learnt.	Has a limited and deficient capacity to learn about their own experience and expresses what they have learnt with difficulty.	Is not capable of learning from experience and to express what they have learnt.
8. Application of an interdisciplinary and intercultural perspective. (A7)	They have an excellent interdisciplinary and intercultural perspective which they apply in practice.	Applies an interdisciplinary and intercultural perspective.	Applies an interdisciplinary and intercultural perspective, albeit with limitations.	Is not able to apply an interdisciplinary and intercultural perspective.
9. Fostering a constructive communicative context for interaction. (A9)	Stimulates honest, sincere and open communication on the part of others	Systematically but empathetically questions the opinions of the other and openly recognizes own doubts and mistakes	Expresses self with sincerity and respect	No capacity for social interaction.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
10. Specialised communication skills (command of the language specific to the field of action). (A10)	Has a very good command of the language of the field of action.	Communicates using specialised language.	Has difficulties in using the language of the field of action.	Not able to use specialised communication.
11. Informed decision making. (A11)	Makes informed decisions.	Is capable of making some informed decisions.	Finds it difficult to make informed decisions.	Not capable of making informed decisions.
12. Showing congruency between explicit and implicit communication signs and symbols (A12)	Body language is totally consistent and suitable to enhancing communication.	Body and gestures contributes valuable information and enrich verbal message.	Body and gestures convey information that is consistent with verbal message.	Does not know oral communication strategies.
KNOWING HOW TO DO				
13. Adapting to new situations with flexibility. (B1)	Adapts flexibly without difficulty to new situations.	Adapts to new situations.	Adapts with difficulty to new situations.	Not capable of adapting to new situations.
14. Making decisions based on the particularities of each context. (B2)	It is able to make decisions, without any problem, based on the particularities of each context.	Makes decisions based on the particularities of each context.	Makes some decisions, but with little reliability, based on the particularities of each context.	Is not able to make decisions based on the particularities of each context.
15. Ability to evaluate different possibilities of action. (B3)	Has a great capacity to evaluate different possibilities of action.	Has the capacity to evaluate different possibilities of action.	Has a limited capacity to assess different possibilities of action.	It is not capable of evaluating different possibilities of action.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
16. Initiative to make decisions and solve problems or conflicts. (B4)	Has excellent initiative to make decisions and solve problems or conflicts.	Possesses initiative to make decisions and solve problems or conflicts.	Does not have much initiative to make decisions and solve problems or conflicts.	Does not have initiative to make decisions and solve problems or conflicts.
17. Involvement in team (and individual) work (B5).	Is involved to the maximum in team and individual work.	Is involved in team and individual work.	Has difficulty getting involved in team and individual work.	Does not get involved in team and individual work.
18. Ability to contribute creative proposals. (B6)	Shows a great capacity when it comes to contributing creative proposals.	Provides creative proposals.	Rarely contributes with some educational proposals.	Does not manage to provide educational proposals.
19. Using dialogue to generate closer, more fruitful and respectful collaborative relations. (B7)	Creates an atmosphere of genuine mutuality to generate fruitful and respectful relations between those involved	Uses constructive criticism and recognizes the other's perspective, including their beliefs and expectations	Uses effective listening to ensure the other feels heard and understood	
20. Identification of motivations. (B8)	Identifies motivations at work with great skill.	Identifies motivations in professional practice.	Manages to identify few motivations in the work performed.	Does not identify motivations in the work environment.
21. Mediation skills. (B9)	Mediates, without any difficulty, in different situations.	Has the capacity to mediate.	Mediates in some situations, but with difficulty.	Has no mediation capacity.
22. Reasoned modification of objectives and goals. (B10)	Modifies objectives and goals in a very satisfactory and reasoned way.	Modifies objectives and goals in a reasoned manner.	Has difficulties in modifying objectives and goals in a reasoned manner.	Is not able to modify objectives and goals in a reasoned way.
23. Development of *ad hoc* materials and resources. (B11)	Develops a wide range of *ad hoc* materials and resources.	Develops *ad hoc* materials and resources.	Struggles to develop *ad hoc* materials and resources.	Fails to develop *ad hoc* materials and resources.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
24. Demonstrate accountability and good judgment in communication (B12)	Shows a comprehensive understanding of the ethical dimension of the communication	Assumes responsibility for the possible outcomes of the communication and makes wise choices in the conduct of the dialogue	Demonstrates awareness of the need for discretion in given situations	Is unable to understand the ethical value of communication.
KNOWING HOW TO BE				
23. Capacity for reflection and self-criticism. (C1)	Possesses a great capacity for reflection and self-criticism.	Has the capacity for reflection and self-criticism.	It is difficult for them to be self-critical and to reflect.	Lacks the capacity for reflection and self-criticism.
24. Ethical commitment. (C2)	Has a high ethical commitment.	Is ethically committed.	Presents difficulties with regard to ethical commitment.	Has no ethical commitment.
25. Empathy with colleagues and with the beneficiaries of the solidarity action. (C3)	Shows great empathy with the activity colleagues and with the beneficiaries of the solidarity action.	Is empathetic towards colleagues and the beneficiaries of the solidarity action.	Finds it difficult to be empathetic to colleagues and to the beneficiaries of the solidarity action.	Lacks empathy with colleagues and with the beneficiaries of the solidarity action.
26. Attitude of listening and understanding. (C4)	Has a very good listening and understanding attitude.	Has a listening and understanding attitude.	Shows difficulty in listening and understanding.	Lacks a listening and understanding attitude.
27. Democratic and participative attitude. (C5)	Has an excellent democratic and participatory spirit.	Is democratic and participatory.	Struggles to be democratic and participatory.	Lacks a democratic and participatory spirit.
28. Tolerance and respect for differences. (C6)	Tolerates and respects differences with great empathy.	Tolerates and respects differences.	Fails to tolerate and respect all differences.	Is not tolerant and respectful of differences.
29. Acceptance of the rules of the contexts of the activity. (C7)	Accepts the rules of the activity contexts without problem.	Accepts rules of the activity contexts.	Accepts some, but not all, rules of the activity contexts.	Does not accept the rules of the activity contexts.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
30. Receptiveness to the contributions and/or suggestions of others. (C8)	Is very receptive to input and/or suggestions from others.	Is receptive to input and/or suggestions from others.	Has difficulty being receptive to the input and/or suggestions of others.	Is not receptive to input and/or suggestions from others.
31. Responsibility in complying with rules and tasks. (C9)	Has a high responsibility for the fulfilment of rules and tasks.	Is responsible with regard to compliance with rules and tasks.	Has difficulty in fully complying with rules and tasks.	Is not responsible for compliance with rules and tasks.
32. Concern for quality. (C10)	Cares a lot about quality.	Shows concern for quality.	Is only sometimes concerned with quality.	Does not care about quality.
33. Control of stress and frustration in the face of possible setbacks. (C11)	When faced with problems or setbacks, can handle stress or frustration very well.	In the face of problems or setbacks, manages stress or frustration well.	In the face of problems or setbacks, has difficulty managing stress or frustration.	Has little control over stress and frustration when problems or setbacks arise.

DEVELOPMENT OF THE AGREED SCENARIO

- **FIELD OF ACTIVITY: COOPERATION/SOLIDARITY**
- **COMPETENCE: MEDIATION**

I. **Establishment of the competence elements which will serve as descriptors for both programming and evaluating the activity or activities (list of maxima).**

COMPETENCE DESCRIPTORS OR ELEMENTS *MEDIATION*		
J) KNOWING (declarative knowledge)	**D) KNOWING HOW TO DO** (applied knowledge)	**K) KNOWING HOW TO BE** (acquisition of shared values, attitudes and norms)
1. Basic knowledge of the task(s) to be performed. 2. Knowledge of the social, cultural, and environmental context of the activity. 3. Objectives and goals setting. 4. Design of socio-educational and/or solidarity projects. 5. Project evaluation. 6. Ability to learn from experience and to put into practice what has been learnt. 7. Application of an interdisciplinary and intercultural perspective. 8. Capacity for social interaction. 9. Specialised communication skills (command of the language specific to the field of action). 10. Decision-making. 11. Strategies for creating a team atmosphere.	1. Adapting to new situations with flexibility. 2. Making decisions based on the particularities of each context. 3. Ability to evaluate different possibilities of action. 4. Initiative to make decisions and solve problems or conflicts. 5. Listening and considering the positions of others in situation of conflicts. Being able to understand own and others' position and the ethical responsibilities. 6. Seeking acceptable alternatives and solutions for conflicts. 7. Involvement in team work (and in individual work). 8. Ability to contribute creative proposals. 9. Analytical observation skills. 10. Identification of motivations. 11. Mediation skills. 12. Reasoned modification of objectives and goals. 13. Development of *ad hoc* materials and resources.	1. Capacity for reflection and self-criticism. 2. Ethical commitment. 3. Empathy with colleagues and with the beneficiaries of the solidarity action. 4. Attitude of listening and understanding. 5. Democratic and participative attitude. 6. Tolerance and respect for differences. 7. Acceptance of the rules of the contexts of the activity. 8. Receptiveness to the contributions and/or suggestions of others. 9. Responsibility in complying with rules and tasks. 10. Concern for quality. 11. Control of stress and frustration in the face of possible setbacks.

II. **Scale of assessment (and self-assessment) of the degree of achievement of each competence descriptor.**

ASSESSMENT TOOL: **OBSERVATION SCALE** (OR SELF-OBSERVATION SCALE IF THE STUDENT ALSO ASSESSES HIMSELF/HERSELF)

	1	2	3	4	5
M) KNOWING					
1. Basic knowledge of the task(s) to be performed.					
2. Knowledge of the social, cultural, and environmental context of the activity.					
3. Objectives and goals setting.					
4. Design of socio-educational and/or solidarity projects.					
5. Project evaluation.					
6. Ability to learn from experience and to put into practice what has been learnt.					
7. Application of an interdisciplinary and intercultural perspective.					
8. Capacity for social interaction.					
9. Specialised communication skills (command of the language specific to the field of action).					
10. Decision-making.					
11. Strategies for creating a team atmosphere.					
N) KNOWING HOW TO DO					
1. Adapting to new situations with flexibility.					
2. Making decisions based on the particularities of each context.					
3. Ability to evaluate different possibilities of action.					
4. Initiative to make decisions and solve problems or conflicts.					
5. Listening and considering the positions of others in situation of conflicts. Being able to understand own and others' position and the ethical responsibilities.					
6. Seeking acceptable alternatives and solutions for conflicts.					
7. Involvement in team work (and in individual work).					
8. Ability to contribute creative proposals					
9. Analytical observation skills					
10. Identification of motivations.					
11. Mediation skills.					
12. Reasoned modification of objectives and goals.					
13. Development of *ad hoc* materials and resources					
O) KNOWING HOW TO BE					
1. Capacity for reflection and self-criticism.					
2. Ethical commitment.					
3. Empathy with colleagues and with the beneficiaries of the solidarity action.					

4. Attitude of listening and understanding.					
5. Democratic and participative attitude.					
6. Tolerance and respect for differences.					
7. Acceptance of the rules of the contexts of the activity.					
8. Receptiveness to the contributions and/or suggestions of others.					
9. Responsibility in complying with rules and tasks.					
10. Concern for quality.					
11. Control of stress and frustration in the face of possible setbacks.					

Footnotes:

1. In order not having to work with 30 descriptors, those that correspond most closely to the type of activity should be selected when designing the activity. For example, it is not the same to cooperate at conducting a training course, as it is to support schoolchildren from deprived families with their homework or to help in soup kitchens.

2. As we are discussing at the UGR about the complementary curriculum, it would be possible to think about assigning a numerical or percentage weight to each descriptor selected for each specific activity according to the type and objectives of these activities.

III.   Example of a concrete activity with a selection of descriptors in its design and evaluated by means of a rubric

ACTIVITY: SUPPORT AND TUTORING FOR CHILDREN IN A DEPRIVED NEIGHBOURHOOD BY UNIVERSITY STUDENTS.

- **Duration:** A school year.
- **Timetable:** 4 hours (2 hours, 2 afternoons per week). From October to May inclusive.
- **Total number of hours:** 30 weeks x 4 hours per week = 120 hours (= 5 ECTS credits).
- **Venue:** Neighbourhood Civic Centre.

	Knowing	**Knowing how to do**	**Knowing how to be**
Basics *(-All must be achieved with a value of 3 or more.* *- They will account for 70% in the final evaluation.)*	A1, A2, A7, A9	B2, B3, B4, B5, B6, B11	C1, C2, C3, C7, C10
Complementary *(- To qualify as achieved, a level of 3 or more must be reached.* *- Its achievement accounts for 30%.* *- This 30% can be split between all complementary descriptors equally or not. For example, I can give 5% to descriptor A6 and 1% or 2% to the other descriptors.*	A6, A8	B1, B7, B8, B9	C4, C6, C8, C9 C11

- **Assessment instrument**: Rubric (could also be a scale, but we developed the rubric to have two possible assessment instruments).

COMPETENCE RUBRIC: MEDIATION				

Name of the student:

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
KNOWING				
1. **Basic knowledge of the task(s) to be performed. (A1)**	Fully knows the basic knowledge of all the tasks to be performed.	Knows most of the basic knowledge of the tasks to be performed.	Recognises some of the basic knowledge of the tasks to be performed, but has many gaps.	Does not recognise or know the basic knowledge of the tasks to be performed.
2. **Knowledge of the social, cultural, and environmental context of the activity. (A2)**	Has a good command of the knowledge of the social, cultural and environmental context of the activity to be carried out.	Possesses basic knowledge of the social, cultural and environmental context of the activity to be carried out.	Has some but very limited knowledge of the social, cultural and environmental context of the activity to be carried out.	Lacks knowledge of the social, cultural and environmental context of the activity to be carried out.
3. **Objectives and goals setting (A3)**	Sets with great solvency the objectives and goals of its intervention.	Sets objectives and goals of its intervention.	Sets some of the objectives and goals of its intervention.	Is not able to set the objectives and goals of its intervention.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
4. Design of socio-educational and/or solidarity projects. (A4)	Designs socio-educational and/or solidarity projects without difficulty.	Is able to design some socio-educational and/or solidarity projects.	Designs some socio-educational and/or solidarity projects, but needs help to do so.	Is not capable of designing socio-educational and/or solidarity projects.
5. Project evaluation. (A5)	Is capable of carrying out evaluations of proposed projects.	Conducts evaluations of some of the proposed projects.	Evaluates, but with difficulty, proposed projects.	Is not able to evaluate projects.
6. Ability to learn from experience and to express what has been learned. (A6)	Is able, with great skill, to learn from experience and, moreover, to express what they have learnt efficiently.	Is able to learn from experience and express what they have learnt.	Has a limited and deficient capacity to learn about their own experience and expresses what they have learnt with difficulty.	Is not capable of learning from experience and to express what they have learnt.
7. Application of an interdisciplinary and intercultural perspective. (A7)	They have an excellent interdisciplinary and intercultural perspective which they apply in practice.	Applies an interdisciplinary and intercultural perspective.	Applies an interdisciplinary and intercultural perspective, albeit with limitations.	Is not able to apply an interdisciplinary and intercultural perspective.
8. Capacity for social interaction. (A8)	It has a great capacity for social interaction.	Possesses social interaction skills.	Has limited capacity for social interaction.	Lacks capacity for social interaction.
9. Specialised communication skills (command of the language specific to the field of action). (A9)	Has a very good command of the language of the field of action.	Communicates using specialised language.	Has difficulties in using the language of the field of action.	Not able to use specialised communication.
10. Informed decision making. (A10)	Makes informed decisions.	Is capable of making some informed decisions.	Finds it difficult to make informed decisions.	Not capable of making informed decisions.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
11. Strategies for creating a team atmosphere. (A11)	Knows a number of strategies for creating a cohesive team environment and for the functioning of the team as a group.	Knows some strategies for creating a cohesive team environment and for the functioning of the team as a group.	Knows few strategies for creating a good team atmosphere, but not for the functioning of the team as a group.	No knowledge of teamwork and group building strategies.
KNOWING HOW TO DO				
12. Adapting to new situations with flexibility. (B1)	Adapts flexibly without difficulty to new situations.	Adapts to new situations.	Adapts with difficulty to new situations.	Not capable of adapting to new situations.
13. Making decisions based on the particularities of each context. (B2)	It is able to make decisions, without any problem, based on the particularities of each context.	Makes decisions based on the particularities of each context.	Makes some decisions, but with little reliability, based on the particularities of each context.	Is not able to make decisions based on the particularities of each context.
14. Ability to evaluate different possibilities of action. (B3)	Has a great capacity to evaluate different possibilities of action.	Has the capacity to evaluate different possibilities of action.	Has a limited capacity to assess different possibilities of action.	It is not capable of evaluating different possibilities of action.
15. Listening and considering the positions of others in situation of conflicts. Being able to understand own and others' position and the ethical responsibilities. (B4)	Promotes an atmosphere of respect and dialogue where everyone can speak freely and be listened to and comprehends ethical implications of own and others' position, seeing possibilities for reconciliation.	Takes the opinions and interests of others into account, recognizing and understanding points of agreement or divergence.	Listens to and understands only the opinions and interests which do not conflict with own position, and gets tense when differences are expressed.	Failure to listen to and consider opposing arguments in a conflict situation.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
16. **Seeking acceptable alternatives and solutions for conflicts (B5)**	Tries to reconcile and integrate different postures to reach agreements satisfactory to everyone involved.	Contributes actively to dialogue with proposals to explore possible alternatives and achieve agreements and commitments with others.	After listening, is clearly open to considering others' proposals, and to conceding points in order to reach agreement.	It does not propose any solution to conflicts or seek alternatives for their resolution.
17. **Listening and considering the positions of others in situation of conflicts. Being able to understand own and others' position and the ethical responsibilities (B6)**	Promotes an atmosphere of respect and dialogue where everyone can speak freely and be listened to and comprehends ethical implications of own and others' position, seeing possibilities for reconciliation.	Takes the opinions and interests of others into account, recognizing and understanding points of agreement or divergence.	Listens to and understands only the opinions and interests which do not conflict with own position, and gets tense when differences are expressed.	Does not contextualize other people's view of a conflict situation.
18. **Involvement in team (and individual) work (B7)**	Is involved to the maximum in team and individual work.	Is involved in team and individual work.	Has difficulty getting involved in team and individual work.	Does not get involved in team and individual work.
19. **Ability to contribute creative proposals (B8)**	Shows a great ability to contribute creative proposals.	Provides creative proposals.	Provides, on a few occasions, some educational proposals.	Does not manage to contribute educational proposals.
20. **Analytical observation skills (B9)**	Possesses excellent analytical observation skills.	Has analytical observation skills.	Rarely shows analytical observation skills.	Does not possess analytical observation skills.
21. **Identification of motivations. (B10)**	Identifies motivations at work with great skill.	Identifies motivations in professional practice.	Manages to identify few motivations in the work performed.	Does not identify motivations in the work environment.
22. **Mediation skills. (B11)**	Mediates, without any difficulty, in different situations.	Has the capacity to mediate.	Mediates in some situations, but with difficulty.	Has no mediation capacity.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
23. Reasoned modification of objectives and goals. (B12)	Modifies objectives and goals in a very satisfactory and reasoned way.	Modifies objectives and goals in a reasoned manner.	Has difficulties in modifying objectives and goals in a reasoned manner.	Is not able to modify objectives and goals in a reasoned way.
24. Development of *ad hoc* materials and resources. (B13)	Develops a wide range of *ad hoc* materials and resources.	Develops *ad hoc* materials and resources.	Struggles to develop *ad hoc* materials and resources.	Fails to develop *ad hoc* materials and resources.
KNOWING HOW TO BE				
23. Capacity for reflection and self-criticism. (C1)	Has a great capacity for reflection and self-criticism.	Has the capacity for reflection and self-criticism.	Finds it difficult to engage in self-criticism and reflection.	Lacks the capacity for reflection and self-criticism.
24. Ethical commitment. (C2)	Has a high ethical commitment.	Is ethically committed.	Presents difficulties with regard to ethical commitment.	Has no ethical commitment.
25. Empathy with colleagues and with the beneficiaries of the solidarity action. (C3)	Shows great empathy with the activity colleagues and with the beneficiaries of the solidarity action.	Is empathetic towards colleagues and the beneficiaries of the solidarity action.	Finds it difficult to be empathetic to colleagues and to the beneficiaries of the solidarity action.	Lacks empathy with colleagues and with the beneficiaries of the solidarity action.
26. Attitude of listening and understanding. (C4)	Has a very good listening and understanding attitude.	Has a listening and understanding attitude.	Shows difficulty in listening and understanding.	Lacks a listening and understanding attitude.
27. Democratic and participative attitude. (C5)	Has an excellent democratic and participatory spirit.	Is democratic and participatory.	Struggles to be democratic and participatory.	Lacks a democratic and participatory spirit.
28. Tolerance and respect for differences. (C6)	Tolerates and respects differences with great empathy.	Tolerates and respects differences.	Fails to tolerate and respect all differences.	Is not tolerant and respectful of differences.

Competence descriptors or elements	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
29. Acceptance of the rules of the contexts of the activity. (C7)	Accepts the rules of the activity contexts without problem.	Accepts rules of the activity contexts.	Accepts some, but not all, rules of the activity contexts.	Does not accept the rules of the activity contexts.
30. Receptiveness to the contributions and/or suggestions of others. (C8)	Is very receptive to input and/or suggestions from others.	Is receptive to input and/or suggestions from others.	Has difficulty being receptive to the input and/or suggestions of others.	Is not receptive to input and/or suggestions from others.
31. Responsibility in complying with rules and tasks. (C9)	Has a high responsibility for the fulfilment of rules and tasks.	Is responsible with regard to compliance with rules and tasks.	Has difficulty in fully complying with rules and tasks.	Is not responsible for compliance with rules and tasks.
32. Concern for quality. (C10)	Cares a lot about quality.	Shows concern for quality.	Is only sometimes concerned with quality.	Does not care about quality.
33. Control of stress and frustration in the face of possible setbacks. (C11)	When faced with problems or setbacks, can handle stress or frustration very well.	In the face of problems or setbacks, manages stress or frustration well.	In the face of problems or setbacks, has difficulty managing stress or frustration.	Has little control over stress and frustration when problems or setbacks arise.

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